



Upper Grand District School Board



Equity and Inclusive Education Strategy: School Implementation Planner 2013—2014

Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education Policy/Program Memorandum No. 119, (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" concentrates on the implementation process at the school level of the eight areas of focus (Board Policies, Programs, Procedures and Practices; Shared and Committed Leadership; School-Community Relationships; Inclusive Curriculum and Assessment Practices; Religious Accommodation; School Climate and the Prevention of Discrimination and Harassment; Professional Learning; and Accountability and Transparency).

This "Equity School Implementation Planner" has been developed to assist in formulating your own school equity and inclusive education objectives by identifying resources, significant dates and monthly equity focus objectives, which can assist you and your school team to begin to embed the equity and inclusive education policy into your overall school strategic plan. By identifying your school's current status with regard to compliance/areas of improvement in the eight areas of focus listed above, each school can assess what next steps need to be incorporated to fulfill the mandate of the Board's Improvement Plan. This planner attaches the focus areas of the Equity Policy to specific months but can be tweaked to reflect individual school community goals and objectives. The "Equity School Implementation Planner" is an on-going initiative that is meant to assist you in developing your local equity plan and will be updated each year to reflect our Board's continued growth in the area of Equity and Inclusive Education.

Any contributions you can provide to make this a more comprehensive planning tool that would reflect the Board's commitment to providing an educational environment which supports and enables equity, inclusion and diversity within our school community would be appreciated.

Please forward these contributions and direct any questions/concerns to the Equity Officer

Donna Gerber
Equity Officer - Aboriginal Focus
Ext. 727



September 2013—Professional Learning

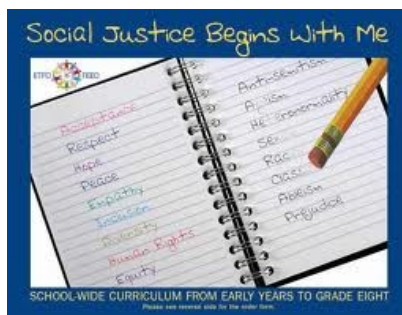
Boards need to build capacity among staff for understanding and addressing issues that pertain to equity, diversity, and inclusive education.

Reflective Practice and Strategies

How am I informed of equity and inclusive education principles?

How am I furthering my professional learning and that of others?

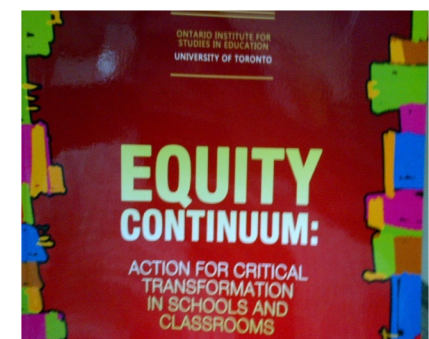
- Build capacity and create networks by organizing forums, groups or lunch discussions which address issues that pertain to equity, diversity, learning communities and professional learning opportunities.
- Check the Classroom Self-reflection Tool for Teachers (Guidelines, p 58-59) at <http://www.edu.gov.on.ca/eng/policyfunding/equity.html>



www.eto.ca



www.safeatschool.ca





September 2013

| SUN | MON | TUE | WED | THU | FRI | SAT | |
|--------|--------|--------|------------------------|-----|--------------------|--|----|
| | 1 | 2 | 3 | 4 | 5 Rosh Hashanah | 6 Rosh Hashanah | 7 |
| | 8 | 9 | 10 Paryushana-Parva | 11 | 12 | 13 Yom Kippur | 14 |
| | 15 | 16 | 17 | 18 | 19 | 20 International Day of Peace Sukkot | 21 |
| Mabon | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Sukkot | Sukkot | Sukkot | Sukkot | | | | |
| | 29 | 30 | | | | | |

Sept 8th International Literacy Day



Sept 21st

International Day of Peace

Each year the International Day of Peace is observed around the world on 21 September. The General Assembly has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples. .

www.internationaldayofpeace.org



Days Of Religious Significance:

Sept 5, 6 Rosh Hashanah—**Judaism**. The Jewish New Year and anniversary of the creation of the world. The first of the Ten Days of Awe (or Repentance).

Sept 10 Paryushana-Parva—**Jainism**. Celebrated annually, it is the time to uplift the self through fasting, meditation, soul-searching, self-study, compassion and forgiveness for all fellow beings.

Sept 14 Yom Kippur - **Judaism**. (Day of Atonement) is the year's holiest day and a day of fasting. To re-establish oneness with God.

Sept 19-25 Sukkot - **Judaism**. This is a joyful harvest festival lasting 7 days. A little hut called 'sukkah' is built outdoors where families eat to remember the time Israelites wandered in the desert for 40 years, sleeping and eating under the stars.

Sept 22 (around) Mabon - **Neopagan**. In thanksgiving, Neopagans celebrate the fruits of the harvest, making certain to share their good fortune with others. Dark and light are once again briefly held in perfect balance – inviting Neopagans to reflect on matters of balance within their lives and within themselves.

September 26 Shemini Atzeret – **Judaism**. The eighth day of assembly is a separate holiday concluding Sukkot and the entire fall holiday season. It marks the beginning of winter in the land of Israel.

September 27 Simchat Torah – **Judaism**. (Rejoicing of the Law) is the beginning of the synagogue's annual Torah reading cycle.



Upper Grand District School Board



October 2013—School climate and the prevention of discrimination and harassment

Every person within the school community is entitled to experience a positive school climate, free from discrimination and harassment.

Reflective Practice and Strategies

How am I fostering a respectful, safe school environment where all students and members of the community feel welcomed and respected?

How is the school responsive to the diverse needs of community groups? What methods and strategies am I using to meet their needs?


- Ensure the use of progressive discipline including peer mediation and restorative justice.
- Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- Encourage students and parents to complete the school climate surveys.
- Engage the diverse communities and students in open conversations to promote social justice, equity antiracism and antidiscrimination in the classrooms and in school.
- Look at the Code of conduct, communication strategies and methods of parent engagement.

- Ministry School Climate Survey only
- Link will be posted to the P / VP conference
- Complete during **October and November**
- Results available immediately from the Ministry website
- Data to be used to inform 2014 Bullying Prevention and Intervention





October 2013

| SUN | MON | TUE | WED | THU | FRI | SAT |
|------------------|----------|-------------|----------|---|--|----------|
| | | 1 | 2 | 3 | 4 | 5 |
| | | | | | | Navratri |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Navratri | Navratri | Navratri | Navratri | Navratri | Navratri | Navratri |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Hajj | Dassehra | Eid Al Adha | | Spirit Day Int'l Day for the Elimination of Poverty | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Birth of the Bab | | | | | | |
| 27 | 28 | 29 | 30 | 31 |  | |
| | | | | Samhain | | |

Islamic History Month
Learning Disabilities Awareness Month
Women's History Month

Oct 11th
International Day of the Girl
The United Nations has declared October 11, 2012 as the world's first International Day of the Girl Child. Canada has led the international community in adopting this day, along with the support of Plan Canada. This day will make a difference in the lives of girls and young women as citizens and as powerful voices of change in their families, their communities and their nations.

www.becauseiamagirl.ca/

October 17: International Day for the Eradication of Poverty

October 17th – Spirit Day
Wear purple on Spirit Day as a sign of support for lesbian, gay, bisexual and transgender (LGBT) youth and to speak out against bullying. Observed annually, individuals, schools, organizations, corporations, media professionals and celebrities wear purple, which symbolizes spirit on the rainbow flag.



Days Of Religious Significance:

October 5-13 Navratri - **Hinduism**. Navaratri represents celebrations of Goddess Durga, the manifestation of Deity in form of Shakti (Energy or Power). The Navaratri festival or "Nine Nights festival" becomes 'ten days festival' with the addition of the last day.

October 13 First day of Hajj - **Islam**. Hajj is the fifth pillar of Islam, and is the annual pilgrimage obligatory on every adult and able Muslim once in their life time. It is the largest global gathering of humans and Muslims in Mecca, currently Saudi Arabia.

October 14 Dassehra – **Hinduism**. Celebrates the victory of good over evil.

October 15 Eid Al Adha – **Islam**. Eid Al Adha, or the "festival of sacrifice", is important religious holiday celebrated by all Muslims globally on the 10th day of the last month of Islamic calendar. This is to commemorate the willingness of Abraham to sacrifice his son Ishmael, an act of obedience to God, before God intervened to provide him with a ram to sacrifice instead.

October 20 Birth of the Bab - **Baha'i**. The birth anniversary of Bab.

October 31 (around) Samhain – **Neopagan**. This is one of the four ancient Celtic Fire festivals and marks the beginning of winter and the dark half of the year; it is the Celtic New Year. Considered to be one of the most powerful times of the year, on this Eve Neopagans honour their Ancestors and mourn loved ones who have died in the last year. Neopagans also ask for guidance about the upcoming year.



Upper Grand District School Board



November 2013—Religious Accommodation

The Ontario Human Rights Code prohibits discrimination on the grounds of creed and imposes a duty to accommodate.

Reflective Practice and Strategies

What am I doing to understand the faith communities my students and families belong to?
How do I know to accommodate them?
What do I do in my classroom to celebrate religious diversity?

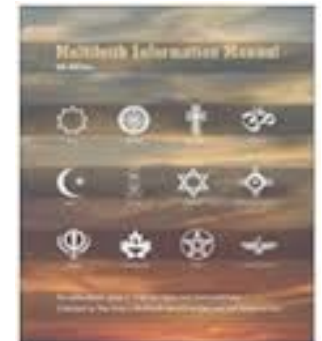
- The Religious Accommodation Guidelines as well as the Religious Dates can be accessed on the board's web-site.
- Ensure Religious Accommodation guidelines are communicated to all students, staff, families, and others in the school community.
- Each school has a copy of the Multi-faith Information Manual (www.omc.ca/products/multifaith).
- Learn about the "duty to accommodate" (p. 25 of Guidelines). For more information on religious accommodation, please check the OHRC's policy on Creed and the Accommodation of Religious Observances at http://www.ohrc.on.ca/en/issues/religious_rights.
- Be informed of students and parents who have asked for accommodation and how to apply it according to the Code.

November Equity Resources—Religion

All schools received a copy of the Multifaith manual, which can also be accessed online. Ontario Multifaith Council www.omc.ca

UGDSB has Religious Accommodation Guidelines—you can access these on the board web-site.

Not sure if a request is a valid accommodation? Check the Equity Binder for more information and a worksheet on Religious Accommodation Considerations.





November 2013

SUN MON TUE WED THU FRI SAT

Nov 11th - Remembrance Day
Nov 13th—World Kindness Day



Journée
Louis Riel Day



Nov 16th—Louis Riel Day
Nov 17th - 23th – Bullying Awareness Week

Nov 20th – National Child Day
National Child Day is celebrated in Canada on November 20 in recognition of the UN Declaration on the Rights of the Child and the UN Convention on the Rights of the Child. It is the perfect time for young Canadians to express themselves and shape their own future. www.unicef.ca/en/take-action/article/celebrate-national-child-day-2012

| | | | | | | | |
|-----------------------------------|-------------------------|----------------------|------------------------------|----------|----------|-----------------------|-------------------|
| | | | | | | 1 Mahavira Nirvana | 2 |
| | | | | | | All Saints Day | |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Diwali | | | | | | | Bandi Chhor Divas |
| | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | Remembrance Day | Birth of Baha'u'llah | World Kindness Day Ashura | | | | Louis Riel Day |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Birthday of Guru Nanak Dev Ji | Bullying Awareness Week | | National Child Day | | | | |
| | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Martyrdom of Guru Tegh Bahadur Ji | | | | Hanukkah | Hanukkah | Hanukkah | |

- November 1** Mahavira Nirvana – **Jainism**. On this day, (6th century BCE), the 24th Tirthankara, attained nirvana and release from the cycle of rebirth (moksha)
- November 1** All Saints Day – **Christianity**. This day is for honouring Christian Saints, known and unknown, throughout the ages.
- November 3** Diwali- **Hinduism**. A popular Hindu festival known as the Festival of Lights. Diwali is associated with a story about the destruction of evil by Lord Vishnu in one of his many manifestations.
- November 9** Bandi Chhor Divas- **Sikhism**. Means “The day of the prisoners’ release.” Commemorates the return of the sixth Guru to the holy city of Amritsar after he negotiated the release of himself and 52 princes held for political reasons.
- November 12** Birth of Baha’u’llah - **Baha’i**. Commemorates the birth of Baha’u’llah, the Prophet-Founder of the Baha’i Faith.
- November 13** Ashura – **Islam**. For Shi’ite Muslims, Ashura commemorates the martyrdom of Husain, Prophet Muhammad’s grandson. The event is a time of great mourning. For Sunni Muslims, Ashura is a time to remember two of Allah’s merciful acts: Noah’s safe landing after the Flood and the Israelites liberation from Egypt under Moses.
- November 17** Birthday of Guru Nanak Dev Ji – **Sikhism**. Celebration of Guru Nanak Dev Ji’s birthday, the founder of the Sikh faith.
- November 24** Martyrdom of Guru Tegh Bahadur Ji – **Sikhism**. Commemorates the martyrdom of Guru Tegh Bahadur Ji, the ninth of the Ten Sikh Gurus. He is remembered not only for his defense of the Sikh Faith, but also for willingly giving up his life for religious liberty of all faiths
- November 28 – December 5** Hanukkah – **Judaism**. The eight-day Festival of Lights celebrates the victory of the Maccabees and religious freedom, and the rededication of the Temple in 165 BCE. It also celebrates the power of God and the faithfulness of Israel.



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Equity and Inclusive Education Strategy: School Implementation Planner December 2013

Holiday greetings are a matter of personal choice. Individuals are free to use whatever terms they wish to express feelings of goodwill or fellowship towards their fellow human beings. The terms Merry Christmas, Happy Hanukkah, or Happy Eid (ul-Fitr), Happy Diwali, Happy Kwanzaa, or Happy Holiday, for example, are all equally acceptable expressions of goodwill, whether these terms are used separately or in combination.

With regard to the organization of school concerts at this holiday time of year, many schools have provided the opportunity for “holiday concerts” or “winter concerts”. Planning holiday or winter concerts enables organizers to include themes and activities which reflect a variety of cultural traditions.



Tips for Planning Holiday Concerts in Public Schools

Before planning a holiday activity in a public school, ask the following questions:

1. Is this activity designed in any way to either promote or inhibit religion?
2. How does this activity serve the academic goals of the course, or the educational mission of the school?
3. **Will any student or parent be made to feel like an outsider, not a full member of the community, by this activity?**
4. If in December: Do we plan activities to teach about religious holidays at various times of the year or only in December?
5. Are we prepared to teach about the religious meaning of this holiday in a way that enriches students' understanding of history and cultures?

www.freedomforum.org/publications/first/findingcommonground/B08.Holidays.pdf

Dec 10 – Human Rights Day

Human Rights Day presents an opportunity, every year, to celebrate human rights, highlight a specific issue, and advocate for the full enjoyment of all human rights by everyone everywhere.

<http://www.un.org/en/events/humanrightsday/>



December 2013

| | SUN | MON | TUE | WED | THU | FRI | SAT |
|-----------|-----|------------------|----------|----------|----------|---------|---------|
| Advent | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Hanukkah | | Hanukkah | Hanukkah | Hanukkah | Hanukkah | | |
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Bodhi Day | | Human Rights Day | | | | | |
| | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Yule | | | | | Kwanzaa | Kwanzaa | Kwanzaa |
| | 29 | 30 | 31 | | | | |
| Kwanzaa | | Kwanzaa | Kwanzaa | | | | |



Days Of Religious Significance:

November 28 – December 5 Hanukkah – Judaism. The eight-day Festival of Lights celebrates the victory of the Maccabees and religious freedom, and the rededication of the Temple in 165 BCE. It also celebrates the power of God and the faithfulness of Israel.

December 1st First Sunday of Advent – Christianity. The Advent season marks the beginning of the Christian year across many western churches in Canada. Its length varies from 22 to 28 days, starting on the Sunday nearest St Andrew's Day and encompassing the next three Sundays, ending on Christmas Day

December 8 Bodhi Day – Buddhism. Bodhi day, also known as Awakening Day, is celebrated as the anniversary of enlightenment. The appearance of the morning star on this day is said to have been the moment of the Buddha's enlightenment.

December 22 Yule – Neopagan. A time when Neopagans hold vigil together through the longest night of the year, then at dawn, welcome the turning of the wheel and the return of the light. It is a time for ritually shedding the impurities of the past year, and for contemplating avenues of spiritual development in the year ahead.

December 25 Christmas Day – Christianity. This day celebrates Jesus Christ's birth over 2000 years ago. Customs include lighting candles, exchanging gifts, church celebrations, a special meal, and the display of Christmas decorations.

December 26 – Jan 1 Kwanzaa- African Canadian/African American. Kwanzaa means first fruit in Sawhili and is a harvest festival. It is celebrated by many North Americans of African descent in recognition of their heritage. Families exchange gifts and have African-style feasts. Seven-pronged candleholders are lit on each consecutive night for seven principals: unity, self-determination, working together, sharing, purpose, creativity and faith.



Upper Grand District School Board



January 2014—Inclusive Curriculum and Assessment

Students need to see themselves reflected in the curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and individuals are respected.

Reflective Practice and Strategies

How do my resources and instructional strategies show people of different races, genders, ages in non-stereotypical settings, occupations and activities? What have I done to provide authentic and relevant opportunities for students to learn about diverse histories, cultures, and perspectives? How do I use a variety of assessment, strategies and instruments to reduce gaps in student achievement and improve Student learning?

- Use classroom examples and differentiated instruction which reflect positive role models representing the diversity, values, backgrounds and experiences of students, and which are relevant to them.
- Review assessment and evaluation practices to identify and address discriminatory biases that prevent students from fulfilling their learning Potential. A list of strategies are provided on p 23 in Guidelines at <http://www.edu.gov.on.ca/eng/policyfunding/equity.html>
- Use a variety of assessment strategies and instruments to inform short- and long-term planning to reduce gaps in student achievement and improve student learning.
- Check the Ministry's website at www.edugains.ca to learn more about assessment, evaluation and differentiated instruction.

January Equity Resources

- Re-visit the Growing Success document at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Check out the UGDSB Assessment and Evaluation Policy and Procedures (606 & 606A) on the Board web-site.





January 2014

| SUN | MON | TUE | WED | THU | FRI | SAT | |
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| | | | 1 | 2 | 3 | 4 | |
| | | | Kwanzaa | | | | |
| | 5 | 6 | 7 | 8 | 9 | 10 | |
| | -Birthday of Guru Gobind Singh Sahib -Twelfth Night | Epiphany | Feast of the Nativity | | | 11 | |
| | 12 | 13 | 14 | 15 | 16 | 17 | |
| | Mawlid an Nabi | | | | | | |
| | 19 | 20 | 21 | 22 | 23 | 24 | |
| | No-Name Calling Week | No-Name Calling Week | No-Name Calling Week | No-Name Calling Week | No-Name Calling Week | No-Name Calling Week | |
| | 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | Chinese New Year | | |

NO NAME-CALLING WEEK

WORDS CAN HURT

nonamecallingweek.org

Jan 20-24– No-Name Calling Week
 No Name-Calling Week is an annual week of educational and creative activities designed to end name-calling of all kinds, with lessons and activities for elementary, middle and high schools.
www.nonamecallingweek.org

January 27: Family Literacy Day; National

Days Of Religious Significance:

- January 5** Birthday of Guru Gobind Singh Sahib – **Sikhism**. Birthday of Guru Gobind Singh Ji, the tenth Sikh Guru. He declared that the Scriptures would be the Sikh’s Guru from that time on.
- January 5** Twelfth Night- **Christianity**. Is a festival marking the coming of Epiphany and concluding the twelve day of Christmas.
- January 6** Epiphany- **Orthodox Christianity**. In Western church, this day celebrates the journey of the three Wise men to Bethlehem to offer gifts to the infant Jesus.
- January 7** Feast of the Nativity- **Orthodox Christianity**. The Feast of the Nativity of Jesus is one of the most joyful days of the Orthodox Church and is seen as the day that Jesus became a man and came into the world as a saviour.
- January 13** Mawlid an Nabi-**Islam**. Mawlid an Nabi is celebrated to mark the birthday of the Prophet Muhammad.
- January 31** Chinese New Year- **Buddhism, Confucianism, Taoism**. The year of the Horse.





February 2014—School-Community Relationships

Schools and boards need to build their capacity to serve increasingly diverse communities.

Reflective Practice and Strategies

How have I identified and addressed systemic biases and discriminatory barriers that may exist between my classroom/school and the community?

Collaborate with your school staff to develop outreach efforts so that parents and community groups have access to and can participate in school-community partnerships. Develop outreach activities and provide information sessions to parents and the community on various topics that build understanding and raise awareness of all forms of racism, discrimination and harassment. Sessions could be done in environments other than school (e.g. libraries and community centres).

February Equity Resources—Ability (Physical)

The TeachAble project has information on the accessibility legislation and a professional learning tool called the Accessibility Continuum. This series of self-reflections will build awareness and inspire conversations about accessibility in the board, school, and classroom. The Lesson Plan hub offers lesson plans for a range of grades. They can be read online and downloaded. The Accessibility Plus hub offers links to highly regarded sites and backgrounders on accessibility issues. www.theteachableproject.org





February 2014



| SUN | MON | TUE | WED | THU | FRI | SAT |
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| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 Family Day | 18 | 19 | 20 World Day of Social Justice | 21 | 22 |
| 23 | 24 | 25 | 26 Pink Shirt Day | 27 | 28 International Stand Up to Bullying Day | |

We take this time to celebrate the many achievements and contributions of black Canadians who, throughout history, have done so much to make Canada the culturally diverse, compassionate and prosperous nation we are today. During Black History Month Canadians can gain insight into the experiences of black Canadians and the vital role this community has played throughout our shared history.

www.blackhistorycanada.ca

Feb 17 -Family Day

February 20: World Day of Social Justice

Feb 26 -Pink Shirt Day

Wear something pink to symbolize that bullying will not be tolerated anywhere.

<http://www.pinkshirtday.ca/>

Feb 28—International Stand Up to Bullying Day

Days Of Religious Significance:

February 1 Imbolc- **Neopagan**. One of the four ancient Celtic Fire festivals, this day celebrates the Earth's regeneration and the increasing strength of God.

February 8 Nirvana Day - **Buddhism, Jainism**. Is also known as Parinirvana and is the celebration of Buddha's death when he reached total Nirvana at the age of 80. Local or regional customs may use a variation of this date.

Feb 28 Mahashivaratri – **Hinduism**. Dedicated to Shiva, one of the major deities to whom Hindus direct their devotion.

RANDOM ACTS OF KINDNESS WEEK FEBRUARY 16-22
www.randomactsofkindness.org





Upper Grand District School Board



March 2014—Board Policies, Programs, Procedures and Practices

Equity and inclusive education principles are to be embedded in all ministry, board and school initiatives, policies, program and practices.

Reflective Practice and Strategies

How do I incorporate the principles of equity and inclusive education into all aspects of my school activities?

- Check the board’s website to find a copy of the equity and inclusive education policy.
- Use the Classroom self-reflection tool (included at the back of this calendar)
- Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
- Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the Code and that reflect the needs of your diverse school community.

March Equity Resources—Race, Ethnicity, and Cultural Identity

www.crr.ca



http://centrefordiversity.ca



Ontario Human Rights Commission website explains your rights and responsibilities when it comes to racism and racial discrimination - <http://www.ohrc.on.ca/en/issues/racism>

Elementary Teachers Federation of Ontario’s website about the issue - <http://www.etfo.ca/AdvocacyandAction/SocialJusticeandEquity/EliminationRacialDiscrimination/Pages/default.aspx>



March 2014

SUN MON TUE WED THU FRI SAT



March 8: International Women's Day and United Nations Day for Women's Rights and International Peace; International [Status of Women Canada](#)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------------------------|------|-----|---------------|--------|--|-----------------------------|
| | | | | | | 1 |
| 2 | 3 | 4 | Ash Wednesday | 5 | 6 | 7 International Women's Day |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Purim Magha Puja Day | Holi | | | Ostara | International Day for the Elimination of Racism Naw-Ruz | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |



March 21—International Day for the Elimination of Racism
On this day the UN calls on the international community to redouble its efforts to eliminate all forms of racial discrimination. <http://www.un.org/en/events/racialdiscriminationday/>

Mar 5 Ash Wednesday – **Christianity**. Ash Wednesday marks the first day, or the start of the season of Lent, the 40 day period of prayer, repentance and self-denial that precedes Easter.

March 16 Purim- **Judaism**. Purim celebrates victory over an oppressive ruler, as related in the Book of Esther.

March 16 Magha Puja Day- **Buddhism**. This Buddhist festival is also known as Fourfold Assembly or Sangha Day. Magha Puja Day is one of the most important Buddhist festivals. It marks the day that Buddha addressed a gathering of 1,250 Arahants (enlightened saints).

March 17 Holi- **Hinduism**. A colourful and joyous festival that welcomes Spring.

March 20 Ostara- **Neopagan**. A time when once again light and dark are briefly held in perfect balance, this is also a time to acknowledge the greening of the Earth, the beginning of the return of migratory birds, and other of the earliest local signs of spring. The Lunar Hare and the egg are symbols of the Anglo- Saxon Goddess Eostre's fertility.

March 21 Naw-Ruz (New Year)- **Baha'i, Islam, Zoroastrian**. Naw -Ruz means new day, and is celebrated by Muslims of Persian heritage or influence and by all Ismaili Muslims around the world. The Zoroastrian New Year celebrates the creation of fire on this day on which Zarathustra received his revelation.



Upper Grand District School Board



Equity and Inclusive Education Strategy: School Implementation Planner April 2013

Gender:

Reflecting on equity across the sexes

- In my school, how are girls and women (students, parents, staff) included and how can I tell?
- In what ways are they (we) excluded and how can I tell?
- How can (or how does) my school benefit from promoting equality between men and women and between girls and boys?

UGDSB is once again hosting the Ontario Rainbow Coalition Summit.

April 24, 2014
Harcourt United
Church, Guelph



April—LGBTQ Equity Resources

Egale Canada

A national organization that advances equality and justice for lesbian, gay, bisexual and trans-identified people and their families. For more information: <http://www.egale.ca/>

- Pride Education Network

Information on Gay-Straight Alliances and anti-homophobia policies and education. For more information: <http://www.pridenet.ca/main.htm>

- Gay, Lesbian, and Straight Education Network . For more information: glsen.org

- Ontario Secondary School Teachers' Federation. For more information: osstf.on.ca

- Elementary Teachers' Federation of Ontario For more information: efto.ca

- Triangle Program

Canada's only classroom for LGBTQ youth
For more information: triangleprogram.ca



April 2014

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------------------------|--|---------------------------|--------------|----------------------|-------------------------------------|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 Ramanavami | 8 Day of Pink | 9 | 10 | 11 | 12 |
| 13 Mahavir Jayanathi | 14 Vaisakhi | 15 Pesach | 16 Pesach | 17 | 18 Day of Silence Good Friday | 19 |
| 20 Easter Sunday | 21 Easter Monday 1st Day of Ridvan Pesach | 22 Earth Day Pesach | 23 | 24 Rainbow Summit | 25 | 26 |
| 27 Yom HaShoah | 28 | 29 9th Day of Ridvan | 30 | | | |

April 9—Day of Pink. The International Day against Bullying, Discrimination, Homophobia and Transphobia in schools and communities. We invite everyone to celebrate diversity by wearing a pink shirt and by organizing activities in their workplaces, organizations, communities and schools. <http://www.dayofpink.org/>

April 18—Day of Silence. On the National Day of Silence hundreds of thousands of students nationwide take a vow of silence to bring attention to anti-GLBTQ name-calling, bullying and harassment in their schools and to represent the voices of those who are silent. www.dayofsilence.org/

April 22—Earth Day. More than one billion people around the globe will participate in Earth Day 2012 and help Mobilize the Earth™ to elevate the importance of environmental issues around the world.

April 8 Ramanavami – Hinduism. Birthday celebrations of Lord Shri Rama – a divine figure in Hinduism believed to be an incarnation of Lord Vishnu.

April 13 Mahavir Jayanathi – Jainism. Birth of Mahavira, the last Tirthankara – the most important religious holiday in Jainism.

April 14 Vaisakhi- Sikhism. New Year Festival. Also a commemoration of the founding of the Khalsa by Guru Gobind Singh (the tenth Sikh Guru).

April 15-22 (Apr. 15, 16, 21, 22 are observed as holy days) Pesach/Passover – Judaism. The Jewish recalls the liberation of their ancestors from slavery in ancient Egypt. It begins with a ritual meal, “Seder”, where no leavened bread is consumed and is celebrated with prayers and symbolic foods.

April 18 Good Friday – Christianity. Holy Friday—**Orthodox Christianity.** This day commemorates the passion and death by crucifixion of Jesus Christ.

April 20 Easter Sunday- Christianity. Pascha—**Orthodox Christianity.** Resurrection of Jesus from his grave.

April 21 Easter Monday- Christianity. Easter Monday commemorates the meeting of the women at Jesus' tomb with an angel who assured them that Jesus had been resurrected from death.

April 21 1st Day of Ridvan- Baha’i. Ridvan commemorates 12 days that Baha’u’llah spent in the garden of Ridvan during his exile in Baghdad and also when he proclaimed himself as the one announced by the Bab. On the first, ninth and twelfth days of Ridvan work is suspended.

April 28 Yom HaShoah – Judaism. Holocaust Memorial Day commemorates the death of 6 million Jews by the Nazi regime.

April 29 9th Day of Ridvan - Baha’i. The arrival of Baha’u’llah’s family to the Ridvan garden and they celebrated today as the ninth Day of Ridvan.





Upper Grand District School Board



May 2014—Shared & Committed Leadership

The principle of shared and committed leadership recognizes that all partners in education – including community partners, parents and students – are responsible for preparing students to live in a diverse society.

Reflective Practice and Strategies

What am I doing to provide leadership to engage students, parents and the community in equitable and inclusive conversations?

- Promote equity minded student leadership related to issues of social justice.
- Use “Student Voice” to lead and engage students in the process. Check the website at <http://www.edu.gov.on.ca/eng/students/speakup/index.html>
- Learn about organizations in the diverse school community to establish proactive and positive conversations.
- Develop initiatives such as a Student Leadership Conference in Equity with student facilitators representing diverse voices and experiences.
- Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

May Equity Resources—Aboriginal

www.edu.gov.on.ca/eng/aboriginal/toolkit.html

The Aboriginal Toolkit is a collection of electronic resources from the Ministry of Education to help elementary and secondary teachers bring Aboriginal perspectives into their classrooms.



The Aboriginal Heritage Festival is being held at the Wellington County Museum on May 2nd and 3rd.





May 2014



| SUN | MON | TUE | WED | THU | FRI | SAT | |
|--------------------|---------------------|---------------------------------|---|--------------------------------|--|---|-----------------------------------|
| | | | | | 1 Belonging: National Day to End Bullying Beltane | 2 Aboriginal Heritage Festival — Education Day 12th Day of Ridvan | 3 Aboriginal Heritage Festival |
| 4 | 5 Education Week | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 Visakha Puja | 14 | 15 | 16 | 17 International Day Against Homophobia and Transphobia | |
| 18 Victoria Day | 19 | 20 Aboriginal Awareness Week | 21 World Day for Cultural Diversity for Dialogue and Development | 22 | 23 Declaration of the Bab | 24 | |
| 25 | 26 | 27 | 28 | 29 Ascension of Baha'u'llah | 30 | 31 | |

ASIAN HERITAGE MONTH This acknowledges the long and rich history of Asian Canadians and their contributions to Canada. It also provides an opportunity for Canadians across the country to reflect on and celebrate the contributions of Canadians of Asian heritage to the growth and prosperity of Canada. Asian Heritage Month is an ideal occasion for all to celebrate the beauty and wisdom of various Asian cultures.

May 1: Belonging: National Day to End Bullying; National; [Boys and Girls Clubs of Canada](#)

May 5-9 Education Week

May 17 -International Day Against Homophobia and Transphobia

"I pledge that on this day of May 17, I will be kind and respectful to everyone I speak to. My words and actions will show that I believe it is important that everyone in our school community feels included and valued."

<http://www.homophobiaday.org/>

May 21: World Day for Cultural Diversity for Dialogue and Development; International; [UNESCO Canada](#)

May 1 Beltane- **Neopagan**. This is one of the four ancient Celtic Fire festivals and marks the beginning of summer. It celebrates the conjoining of the infinite potential of the Goddess with the life-sparking energy of the God in a sacred marriage, the basis of all creation.

May 2 12th Day of Ridvan- **Baha'i**. The 12th Day of Ridvan concludes this important Baha'i festival.

May 14 Visakha Puja- **Buddhism**. The most important day of the year for Buddhists, it commemorates the birth, awakening, and passing away of the historical Buddha, Siddhartha Gautama.

May 23 Declaration of the Bab - **Baha'i**. Declaration of the Bab commemorates the day in 1844 on which he announced his identity as the Bab, or Gate, the herald of the new age.

May 29 Ascension of Baha'u'llah- **Baha'i**. Ascension of Baha'u'llah marks the anniversary of the death of the founder of the Baha'i faith. Baha'is suspend work on this day.

May 20—23 Aboriginal Awareness Week

Aboriginal Awareness Week (AAW), first introduced in 1992, is held on the four days that follow the Victoria Day long weekend. It was designed to increase awareness of Aboriginal peoples within the Canadian mosaic and the public service. It has evolved into a week to honour the many Aboriginal cultures in Canada, including the Métis, the Inuit and First Nations.

<http://www.tbs-sct.gc.ca/ee/awsa-eng.asp>

<http://www.pc.gc.ca/eng/agen/aa/saa-aas.aspx>

Don't forget to plan for Peace Tree Day June 1st!





Upper Grand District School Board



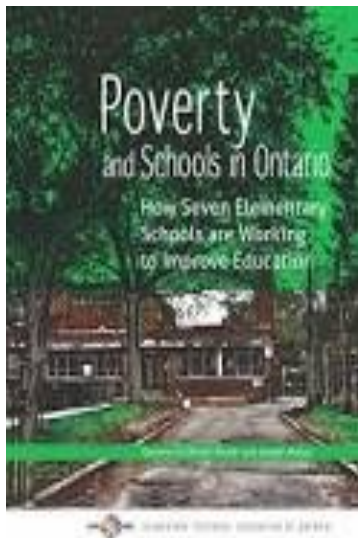
June 2014—Accountability and Transparency

The whole school community has a collective responsibility to foster student achievement and success.

Reflective Practice and Strategies

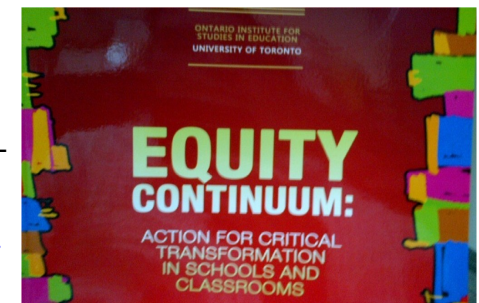
How do I know if equity and inclusive education principles, policies and practices have been applied in the classroom and in school life?

Participate in the development of school improvement plans that are aligned with the equity and inclusive education principles.



June Equity Resources—Poverty

- Centre for Urban Schooling has a number of lesson plans dealing with poverty
http://cus.oise.utoronto.ca/Lesson_Plans_Social_Justice_Issues.html
- Elementary Teacher’s Federation has a new resource titled Poverty and Schools in Ontario: How Seven Schools are Working to Improve Education.
- Also check out the resources listed in your Social Justice Begins With Me kit!



Don’t forget to use your Equity Continuum to assist in the development of school improvement plans.

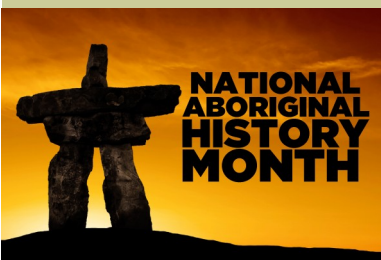


June 2014

| SUN | MON | TUE | WED | THU | FRI | SAT |
|--|-----|-----|-----|-----|-------------------------------------|-------------------------------|
| Peace Tree Day | 1. | 2 | 3 | 4 | 5 | 6 |
| | 8 | 9 | 10 | 11 | 12 | 13 |
| | 15 | 16 | 17 | 18 | 19 World Refugee Day | 20 National Aboriginal Day |
| National Day of Remembrance for Victims of Terrorism | 22 | 23 | 24 | 25 | 26 Canadian Multiculturalism Day | 27 |
| | 28 | 29 | | | | |

National Aboriginal History Month

Held annually to celebrate the unique heritage, diverse cultures, and outstanding achievements of the nation's Aboriginal peoples. There are three Aboriginal groups in Canada – the First Nations, Inuit and Métis peoples.



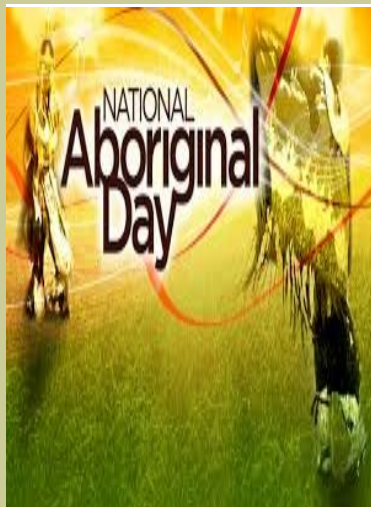
June 20—World Refugee Day

June 21—National Aboriginal Day

June 22—National Day of Remembrance for Victims of Terrorism

Canadian Multiculturalism Day—June 27

Canadian Multiculturalism Day is an opportunity to celebrate our diversity and our commitment to democracy, equality and mutual respect and to appreciate the contributions of the various multicultural groups and communities to Canadian society.



Days Of Religious Significance:

June 2 Litha – **Neopagan**. On the longest day of the year, with gratitude, many Neopagans celebrate the sun's life giving light and warmth.

June 4, 5 Shavuot – **Judaism**. The celebration of the beginning of the barley harvest in ancient Israel. It also marks the giving of the Ten Commandments to Moses on Mount Sinai. Traditionally observant Jewish people do not work or attend school.

June 28 – July 27 Ramadan – **Islamic**. Is the ninth month in the Islamic calendar. It is a month long period of prayer, fasting, charity giving and self-accountability for Muslims.

June 1—Peace Tree Day



Classroom Self-reflection Tool for Teachers

Effective leadership by classroom teachers in achieving equity and inclusive education is a prerequisite for securing the best possible outcome for every student in Ontario.

In my classroom I;

- foster a commitment to equity of outcomes and to closing achievement gaps between students;
- use inclusive and respectful language and approaches in all interactions with students and parents;
- demonstrate a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways;
- work to provide classroom materials and activities that represent the diversity, values, backgrounds, and experiences of students;
- communicate and work effectively with a diverse range of parents;
- model the equity and inclusive education values and vision of the school;
- have worked with students to develop a process through which concerns and issues about discrimination can be identified and resolved;
- have worked with students to develop a survey to measure progress towards creating an equitable and inclusive classroom environment;
- use “teachable moments” to address non-inclusive, disrespectful, or discriminatory classroom behaviours;
- understand that equity and inclusive education principles apply to every student and not just to certain groups of students;
- encourage student leadership by involving students in establishing and monitoring guidelines for achieving inclusive classrooms; and
- assume responsibility for examining and taking steps to modify personal beliefs and biases that are inconsistent with equity and inclusive education principles.

Ontario’s Equity and Inclusive Education Strategy at <http://www.edu.gov.on.ca/eng/policyfunding/equity.html>

Beyond Celebrating Diversity: Twenty Things I Can Do to Be a Better Multicultural Educator

by Paul C. Gorski <gorski@edchange>

1. I can learn to pronounce each student's full name correctly. No student should feel the need to shorten or change her or his name in order to make it easier for me or anyone else to pronounce it. Being sure that I do not contribute to a student feeling she or he needs to do so is the first step toward being inclusive.
2. I can sacrifice the safety of my comfort zone by building a process for continually assessing, reflecting upon, and challenging my biases, prejudices, and socializations and how they influence my expectations for, and relationships with, each student, family, and colleague.
3. I can review all learning materials, ensuring that they are free of bias whether in implicit or explicit forms. When I find bias in required materials, I can commit to encouraging students to recognize and analyze it.
4. I can learn, and teach about, the ways people in the subject areas I teach have used their knowledge to advocate for either justice or injustice.
5. I can reject deficit ideology—the temptation to identify the problem of outcome inequalities (such as test scores) as *existing within* rather than as *pressing upon* disenfranchised communities. I will always keep in mind that such disparities do not result from supposed deficiencies in disenfranchised communities, but usually are, instead, symptoms of systemic educational and social conditions. This means, as well, that I must find solutions to these problems that focus, not on “fixing” disenfranchised communities, but on fixing those conditions and practices which disenfranchise communities.
6. I can teach about critical multicultural issues such as racism, sexism, poverty, and heterosexism. And despite false perceptions that younger students are not “ready” for these conversations, I will begin doing so at the youngest ages because students from disenfranchised communities already are experiencing these problems, and witnessing their parents or guardians experiencing them, at the youngest ages.
7. I can understand the relationship between *intent* and *impact*. Often, and particularly when I'm in a situation in which I experience some level of privilege, I have the luxury of referring and responding only to what I have intended, regardless of the impact I've had on somebody. I must take responsibility for and learn from my impact because most individual-level oppression is unintentional. But unintentional oppression hurts just as much as intentional oppression.
8. I can reject the myth of color-blindness. As uncomfortable as it may be to admit, I know that I react differently when I'm in a room full of people who share many dimensions of my identity than when I'm in a room full of people who are very different from me. I must be open and honest about this reality, because those shifts inevitably inform the experiences of people in my classes. In addition, color-blindness denies people validation of their whole person.
9. I can keep in mind that some students do not enjoy the same level of access to educational materials and resources, such as computers and the Internet, as other students. I will be thoughtful, therefore, about how I assign homework.
10. I can build coalitions with teachers who are different from me in terms of race, sexual orientation, gender, religion, home language, class, (dis)ability, and so on. These can be valuable relationships for feedback and collaborative problem-solving. At the same time, though, I must not rely on other people to identify my weaknesses. In particular, in the areas of my identity through which I experience privilege, I must not rely on people from disenfranchised groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).
11. I can improve my skills as a facilitator, so when issues such as racism and heterosexism arise in the classroom, I can take advantage of the resulting educational opportunities.
12. I can elicit anonymous feedback from my students and, when I do, I can model a willingness to be changed by their presence to the same extent they are changed by mine.
13. I can avoid *essentializing* students from identity groups different from my own. Despite the popularity of workshops and literature that suggest that we need to know only one dimension of a student's identity in order to know her or his learning needs, culture, and proclivities, such a position is dangerously simplistic. Similarly, despite popular belief, there is no such thing as a singular, predictable “culture of poverty” or Asian culture. All girls and women do not share a single learning style. One's racial identity is not a reasonable predictor of her or his learning preferences or competencies. I will refuse these simplifications and focus, instead, on individual students' interests and needs.
14. I can offer an integrated multicultural curriculum, not just during special months or celebrations, but all year, every day.
15. I can understand inequity, not just as an interpersonal issue, but as a systemic issue. Although I might not consider the fight against global sexism or world poverty as within my purview, part of understanding students is understanding the ways in which conditions and inequities within the education system itself affect them.
16. I can encourage my students to think critically and ask critical questions about all of the information they receive, including that which they receive from me.
17. I can challenge myself to take personal responsibility before looking for fault elsewhere. For example, if I have one student who is falling behind or being disruptive, I will consider what I am doing or not doing that might be contributing to their disengagement before problematizing their behavior or effort.
18. I can work to ensure that students from disenfranchised communities are not placed unjustly into lower academic tracks. I can fight, as well, to get them into gifted and talented programs. Better yet, considering that two decades of research demonstrate that tracking benefits only the five percent of highest achievers, I can fight tracking altogether.
19. I can fight for equity for *all* underrepresented or disenfranchised students. Equity is not a game of choice; if I am to claim that I am committed to education equity, I do not have the luxury of choosing who does or does not have access to it. For example, I cannot fight effectively for racial equity while I fail to confront gender inequity. And I never can be a real advocate for gender equity if I duck the responsibility for ensuring equity for lesbian, gay, bisexual, transgender, and queer students. When I find myself justifying my inattention to any group of disenfranchised students due to the worldview or value system into which I was socialized, I know that it is time to reevaluate that worldview or value system.
20. I can *celebrate* myself as an educator. I can, and should, also celebrate every moment I spend in self-reflection regarding my practice, however challenging, because it will make me a better educator. And *that* is something to celebrate!

UGDSB EQUITY POLICY

