

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD: SAFE SCHOOLS AND EQUITY AND INCLUSIVE EDUCATION

HOW SAFE IS MY
LEARNING ENVIRONMENT?

DOES MY CLASSROOM
REFLECT MY STUDENTS?

HOW AWARE AM I OF
DIVERSITY AND EQUITY ISSUES?

	<i>Diversity characteristics to consider:</i>	<i>Comments, Questions, Ideas</i>
<p>Public Spaces (signage, office, foyers, hallways, washrooms, auditorium, cafeteria)</p>	<ul style="list-style-type: none"> • Are students and visitors welcomed to the school in their language? • In what ways does student artwork or other work samples reflect the diversity of the student population? • Is there a comfortable place to sit? • Is the wait area respectful of privacy? • How formal is the furniture arrangement? 	
<p>Classrooms (what you see, what you hear, what you feel?)</p>	<ul style="list-style-type: none"> • In what way(s) does this classroom reflect the students in it? • In what way(s) does this classroom reflect the community the students live in? • In what way(s) does this classroom reflect the world this community is a part of? 	
<p>Classroom resources</p>	<ul style="list-style-type: none"> • What do the classroom resources reflect in terms of the diversity in the make-up of your classroom? • Are classroom resources sensitive to all students' experiences or needs? 	
<p>Purposeful classroom talk and instructional strategies</p>	<ul style="list-style-type: none"> • In what way(s) has the makeup of the class been considered in lesson planning? • Have students been involved in selecting topics/resources to study? • Is every student in your class' opinion valued and heard? 	

	<i>Diversity characteristics to consider:</i>	<i>Comments, Questions, Ideas</i>
Students with special education needs	<ul style="list-style-type: none"> • What am I doing to ensure that the special education needs of my students are being identified and addressed in a timely manner (i.e. ELL and special ed needs; mental health and learning; communication and behaviour)? 	
Co-curricular Activities	<ul style="list-style-type: none"> • Do clubs and school teams reflect the interests and cultures of the school population? • How are activities accessible and equitable for all students? • 	
Parent and community involvement	<ul style="list-style-type: none"> • In what way(s) are parents and other community welcomed into the school? • Is key information from the school available in the main language(s) found in the school population? • Do I know how to arrange for an interpreter? • How often and about what do I communicate with parents (i.e. pizza money, permission forms, discipline issues, academic progress)? • 	

“... All one in Christ Jesus.” - Galatians 3.28

