

At Halton Catholic District School Board, the work of equity and inclusion is a system priority, and we are committed to dismantling systemic barriers to student and staff wellbeing and achievement in our schools and across the Board. Recognizing the complexity of the issue, we have taken a multi-pronged approach as a system that includes strategies such as [professional development](#), policy review, data collection, [inclusive curriculum](#) and establishing mechanisms to respond to [incidents of racism and discrimination](#) when they occur.

Here is a link to our Human Rights and Equity page that provides an overview of some of the work our board has undertaken for building capacity around equity and inclusive education: <https://www.hcdsb.org/our-board/human-rights-and-equity/>.

We have also recently undertaken both a [student census](#) and a workforce census and are currently collating and analyzing the data. This information will be instrumental in our future planning.

In addition, an equity audit is currently underway that will help us to further refine our practices so that we can enhance our system efforts to meet the needs of racialized and Black students, families, and staff.

With reference to the OCF Report recommendations *EDI workshops/classes for users of the Halton school system Mandatory workshops/classes for all parents and children in the Halton school system on issues of equity, diversity and inclusion is important. Educating people on why Black Lives Matter and Every Child Matters are important movements can be beneficial to white communities and open up areas to understanding allyship.*, the Board actively engages with parents through School Council, CPIC, SEAC and the Human Rights and Equity Advisory Council. Councils are actively engaged in offering information sessions for parents and a wide range of sessions have been offered through schools directly and through the systems committees. Parent information/training sessions are driven by parent interest and engagement, and while we would certainly encourage parent participation in EDI workshops, mandatory training for parents is beyond the scope of the Board's mandate.