



INCLUSION STRATEGY



MAY 2025

TABLE OF CONTENTS

| | |
|--|----|
| Purpose | 3 |
| Our Vision for Inclusion | 3 |
| Understanding Key Concepts | 4 |
| Message from the Board Chair and Chief Executive Officer | 6 |
| Project Background | 7 |
| Project Highlights..... | 7 |
| Document and Policy Review | 7 |
| Engagement Highlights | 7 |
| Action Planning and Priority Setting | 8 |
| Inclusion Strategy at a Glance | 11 |
| Detailed Recommendations..... | 14 |

Purpose

At the John McGivney Children's Centre (JMCC) we are committed to fostering an inclusive, respectful, and supportive environment for all individuals—employees, clients, families, and community members. We recognize that everyone's unique experiences and identities are essential to our success. This policy outlines our commitment to promoting diversity, equality, and mutual care across all levels of our organization and beyond.

Our Vision for Inclusion

Our Vision: Promoting True Inclusion

JMCC is dedicated to inclusion and believes that everyone is unique and important. Our work with diverse individuals leads us to start with Disability Pride. From there, we aim to go beyond just being welcoming to creating true inclusion for all kinds of diversity. We aim to build a culture of respect and care by recognizing the importance of each person's full, independent, and complex experience. We also acknowledge our responsibility as a public institution to engage in genuine reconciliation with First Nations, Inuit, and Métis people, and to take action on the 94 Calls to Action from the Truth and Reconciliation Commission, especially those related to the health, education, and well-being of children.



This first Inclusion Strategy has a five year horizon. We know that the work of EDI is a journey and that at the end of this horizon we may be only part way to the destination, but we will have made demonstrable change and be ready for the next steps in the journey in 2030.

Understanding Key Concepts

Disability Pride and Respect

We recognize disability as a valid and important part of the human experience. We acknowledge Disability Pride as our starting point in building and sustaining a truly inclusive environment. We are committed to using language and actions that promotes self-worth, dignity, and pride, moving away from harmful cultural ideas of deficit or shame. We encourage all individuals—employees, clients, families, and community members—to embrace and celebrate the uniqueness of all individuals.

Acknowledging and Embracing Contradictions

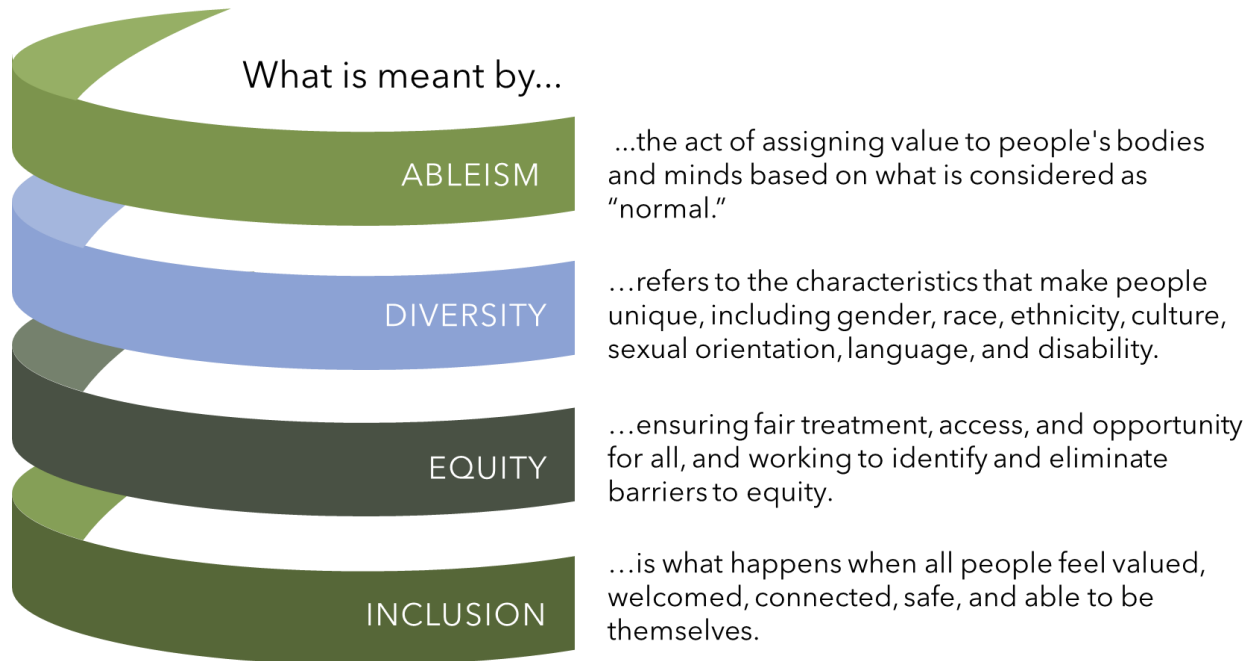
We understand that people can hold different, sometimes opposing, feelings and experiences. Our organization supports the coexistence of these contradictions and encourages an open, respectful space for all perspectives. We promote an environment where employees, clients, families, and community members feel safe to share diverse viewpoints, even when they seem to conflict with one another.

Building Brave Spaces

We encourage the creation of "Brave Spaces" where individuals are validated, even when their stories and experiences include contradictions. Employees, clients, families, and community members are empowered to have difficult, honest conversations in a respectful environment. Our goal is to foster understanding and compassion, even in moments of discomfort.

Mutual Care, Respect, and Accountability

We are committed to fostering a culture of mutual care and respect, where each individual's autonomy and complexity are acknowledged. We recognize that some forms of exclusion cannot be addressed by policy alone, and that collective accountability is necessary to ensure a supportive environment for everyone, including employees, clients, families, and community members.



Message from the Board Chair and Chief Executive Officer

To our staff, families, partners, and community,

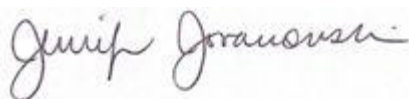
At the John McGivney Children's Centre, inclusion is not just a value—it is a responsibility, a practice, and a vision for the future we are building together. We are proud to introduce our new Inclusion Strategy: a living document that reflects our collective commitment to justice, equity, and belonging.

Grounded in Disability Pride and led by the voices and experiences of those we serve, this strategy invites us to move beyond welcoming difference toward truly honouring it. It challenges us to recognize the wholeness of every individual and to embed inclusion in every aspect of our work—from how we engage with families, to how we support each other, to how we grow as an organization.

We are especially mindful of our duty as a public institution to advance meaningful reconciliation with Indigenous communities. This includes a commitment to the Calls to Action of the Truth and Reconciliation Commission that directly relate to our work in supporting the health, education, and well-being of children and youth.

This strategy is a beginning, not an endpoint. It will require courage, humility, and continuous reflection. We are grateful to our team, our partners, and the children and families who inspire us every day. Together, we will build a more inclusive JMCC—and a more just world.

Jennifer Jovanovski



Chief Executive Officer

Terry Johnson



Chair of the Board of Directors

Project Background

The John McGivney Children’s Centre (JMCC) Strategic Plan for 2023-2028 included a commitment to being an equitable and just organization. In furtherance of that commitment, we engaged in conversation with our staff, families and board about where we are and where we want to go to grow our maturity for equity, diversity and inclusion. The outcome of those conversations is this Inclusion Strategy. We acknowledge that this commitment is not just a temporary endeavour. It recognizes that in five years we will only get part of the way to our desired future. A truly diverse, inclusive and equitable community is not created overnight, nor it is ‘one and done’. It is a commitment to working every day for the future we seek.

Project Highlights

Document and Policy Review

We reviewed 16 documents or policies related to the goal of an inclusive community. We made recommendations for changes and improvements that are drawn from experience and research in the field.

Engagement Highlights

We used interviews, focus groups and survey results to understand the experience of staff, leadership, families and youth with respect to their experiences of inclusion.















Action Planning and Priority Setting

Staff volunteers from the JMCC Quality Council and the JMCC Healthy Workplace Committee together with senior leadership met to review the engagement and review findings and develop a list of key actions to help the organization towards its goal.

Action planning is done around two frameworks. First JMCC reviewed the current state assessment of its EDI maturity (Table 1). The blue leaves indicate the current state and the green leaves indicate the goal for a future JMCC.

JMCC recognizes that the road to inclusion reflects ongoing effort. We believe the goal of achieving structural maturity (level 3 below) is a reasonable one for this first plan. However, we intend to continue to push forward toward cultural maturity as we grow in inclusion and equity at JMCC.

Table 1: JMCC EDI Maturity Ratings and Goals

| | 1 Invisible | 2 Formal | 3 Structural | 4 Cultural |
|--|---|--|---|---|
| <div>  Current </div> <div>  Goal </div> | | | | |
| Organization | No overt commitment or policies / practices to support EDI, reactive or proactive. | Reactive policies / practices as required by law or to reduce risk.  | Proactive and reactive policies / practices with formal support systems and resources.  | EDI policies / practices guide critical organizational decisions, resourcing and planning. |
| Leadership | Leaders respond to crises and questions from personal perspective without formal knowledge. | Leaders have training on EDI and are expected to know and apply corporate policies / procedures fairly.  | Leaders have training and support implement EDI practices and are evaluated on success.  | Leaders' behaviour demonstrates personal commitment and conscious inclusion and anti-racism and continuous learning. |
| Employees | Employees are indifferent or opposed to EDI policies / practices. | Employees have training on EDI and are expected to comply with policies / practices.  | Employees are supported to learn and understand EDI practices and encouraged to seek and provide knowledge.  | Employees' behaviour demonstrates personal commitment to conscious inclusion and anti-racism and continuous learning. |
| Relationships | No expectation of collaborators to support EDI policies / practices.  | Collaborators must state a commitment to EDI policies / practices of the organization. | Collaborators must meet stated expectations of EDI policies / practices (their own and the organizations).  | Collaborators are chosen based on demonstrated commitment to EDI. |
| Clients | No acknowledgement of client diversity or quality of client experience. | Client service policies make reference to diversity and materials may be translated occasionally.  | Client facing employees have training in EDI principles and clients are asked for feedback on services.  | Services are designed with EDI in mind and are regularly evaluated for their quality and successful client outcomes. |

The second framework (Figure 1) is based on the key elements of successful change in an organization. We believe that true, lasting change within our organization and in the communities we serve requires efforts on multiple levels. Success in achieving a fully inclusive and respectful environment depends on the following key domains:

- **Public Commitment and Accountability:** We will make our commitment to inclusion visible at all levels of the organization and within the communities we serve, ensuring that we hold ourselves accountable for our actions and progress.
- **Continuous Improvement:** We will continuously improve our work to advance equity and inclusion. As an organization, we will learn from experience, listen to diverse voices, and adapt our practices to create more inclusive, responsive, and equitable outcomes for all.
- **Systemic Service Improvements:** We will continuously evaluate and improve our services and processes to ensure they are inclusive, accessible, and respectful to all individuals—employees, clients, families, and community members.
- **Personal and Attitudinal Change:** We are committed to fostering an environment where personal attitudes evolve, and each individual—whether employee, client, or community member—takes responsibility for contributing to a more inclusive culture.

The recommended actions in this plan are organized according to which of these four organizational elements they support.

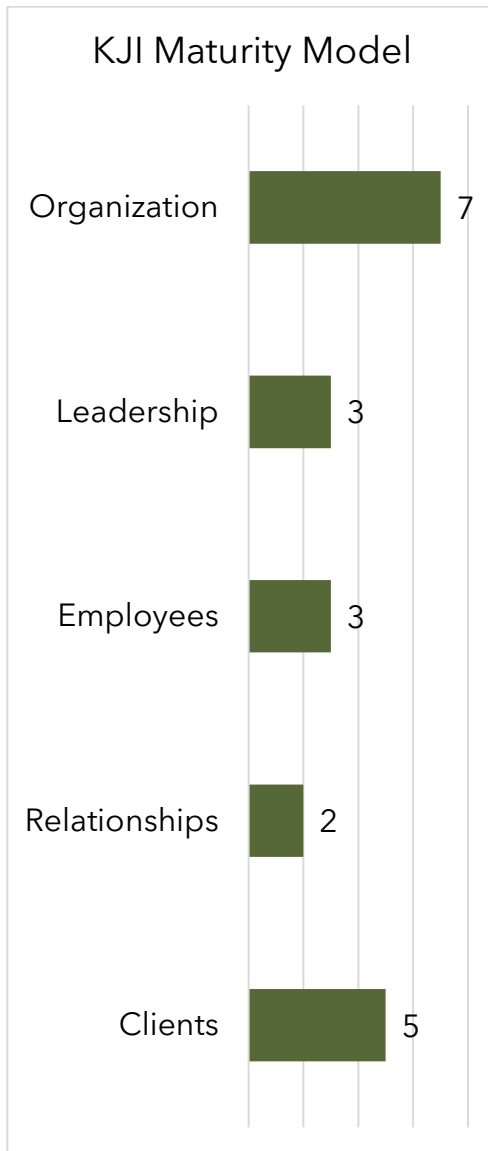
The following pages lay out strategy recommendations by timeline, according to the maturity model and according to the change model.



Figure 1: Organization EDI Change Elements

Inclusion Strategy at a Glance

| < 1 year | btw 1 - 3 years | > 3 years |
|--|--|--|
| Public Commitment and Accountability | | |
| <ul style="list-style-type: none"> Adopt a Public and Internal Facing Accountability Statement for EDI and Truth and Reconciliation Identify Leadership for Accountability | <ul style="list-style-type: none"> Identify Key Indicators of Success Include Demonstrated Commitment to EDI in Leadership Evaluation Offer Training to the Board and Senior Leadership on EDI and Intersectionality Truth and Reconciliation Action Plan | <ul style="list-style-type: none"> Board Adopt 50/30 challenge |
| Personal and Attitudinal Change | | |
| <ul style="list-style-type: none"> Offer Bystander Intervention Training to all Staff | <ul style="list-style-type: none"> Offer Disability Pride Opportunities to Clients, Families, Board and Staff Provide Microaggression Training for All Staff | |
| Systemic Service Improvement | | |
| <ul style="list-style-type: none"> Culturally Diverse Social Events and Food Information about Community Events Translation of Materials | <ul style="list-style-type: none"> Adopt a Lessons Learned Approach to Continuous Improvement Adopt a Pre-Employment Mentorship Program Join or Create a Community of Practice Locally and with other CTCs on Best Practices Review Policies such as DEI, Violence and Harassment in the Workplace, and Mutual Respect in the Workplace for reporting and resolution processes | <ul style="list-style-type: none"> Develop a Partnership Quality System Develop and Deploy an EDI Specific Employee Survey |
| Continuous Improvement | | |
| | <ul style="list-style-type: none"> Participate in Equity of Access Project | |
| 6 | 11 | 3 |



Organization

- Adopt a Lessons Learned Approach to Continuous Improvement
- Adopt a Public and Internal Facing Accountability Statement for EDI and Truth and Reconciliation
- Board Adopt 50/30 challenge
- Develop and Deploy an EDI Specific Employee Survey
- Identify Key Indicators of Success
- Review Policies such as DEI, Violence and Harassment in the Workplace, and Mutual Respect in the Workplace for reporting and resolution processes
- Truth and Reconciliation Action Plan

Leadership

- Identify Leadership for Accountability
- Include Demonstrated Commitment to EDI in Leadership Evaluation
- Offer Training to the Board and Senior Leadership on EDI and Intersectionality

Employees

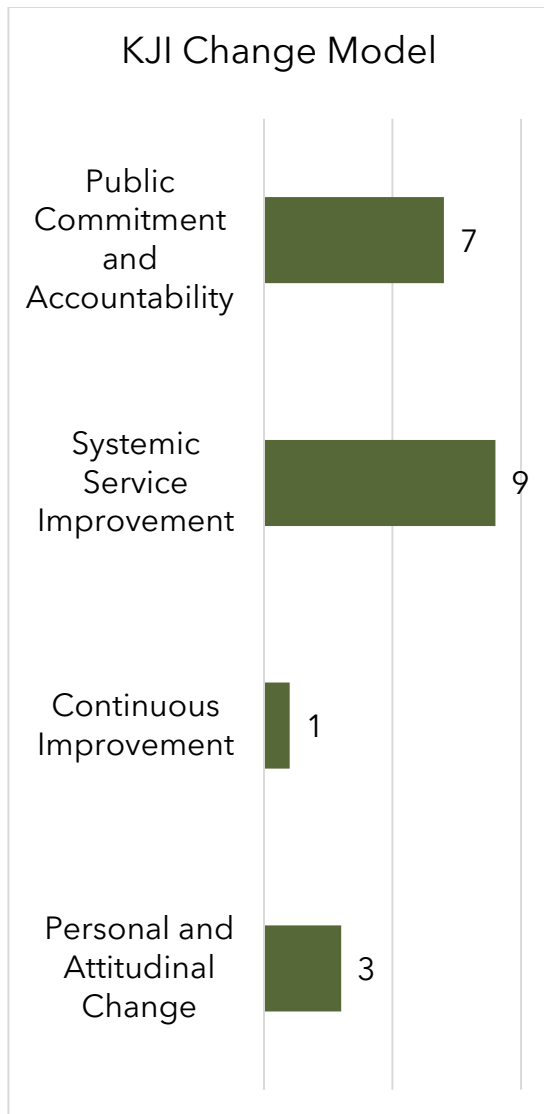
- Adopt a Pre-Employment Mentorship Program
- Offer Bystander Intervention Training to all Staff
- Provide Microaggression Training for All Staff

Relationships

- Develop a Partnership Quality System
- Join or Create a Community of Practice Locally and with other CTC's on Best Practices

Clients

- Culturally Diverse Social Events and Food
- Information about Community Events
- Offer Disability Pride Opportunities to Clients, Families, Board and Staff
- Participate in Equity of Access Project
- Translation of Materials



Public Commitment and Accountability

- Adopt a Public and Internal Facing Accountability Statement for EDI and Truth and Reconciliation
- Board Adopt 50/30 challenge
- Identify Key Indicators of Success
- Identify Leadership for Accountability
- Include Demonstrated Commitment to EDI in Leadership Evaluation
- Offer Training to the Board and Senior Leadership on EDI and Intersectionality
- Truth and Reconciliation Action Plan

Systemic Service Improvement

- Adopt a Lessons Learned Approach to Continuous Improvement
- Adopt a Pre-Employment Mentorship Program
- Culturally Diverse Social Events and Food
- Develop a Partnership Quality System
- Develop and Deploy an EDI Specific Employee Survey
- Information about Community Events
- Review Policies such as DEI, Violence and Harassment in the Workplace, and Mutual Respect in the Workplace for reporting and resolution processes
- Translation of Materials
- Join or Create a Community of Practice Locally and with other CTC's on Best Practices

Continuous Improvement

- Participate in Equity of Access Project

Personal and Attitudinal Change

- Offer Bystander Intervention Training to all Staff
- Offer Disability Pride Opportunities to Clients, Families, Board and Staff
- Provide Microaggression Training for All Staff

Detailed Recommendations

Board Adopt 50/30 challenge

The Board should adopt the 50/30 challenge in which they commit to having 50% women and 30% equity seeking group members on the Board within two recruitment cycles. This could be incorporated into a revised skills matrix that includes diverse lived experience as a qualification.

TIMELINE

| | | | |
|-------------------|-----------|-------------|------|
| Time to Complete: | > 3 years | Start Year: | 2025 |
| | | End Year: | 2030 |

RATIONALE

| | | | |
|-----------------|--------------|-------------------|--------------------------------------|
| Maturity Focus: | Organization | Change Mechanism: | Public Commitment and Accountability |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | Board |
| Measurement: | % of women and equity seeking group members on the board within two recruitment cycles |
| Baseline: | |
| Target: | |

Provide Microaggression Training for All Staff

Microaggressions are small actions that cumulatively create an unwelcome environment. For example pronouncing names wrong repeatedly or mis-gendering people. In an environment where the loss of care or support has high consequences, microaggressions may go unremarked but nevertheless create an uncomfortable or unwelcoming environment for clients and staff.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|---------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2025 |
| | | End Year: | Ongoing |

RATIONALE

| | | | |
|-----------------|-----------|-------------------|---------------------------------|
| Maturity Focus: | Employees | Change Mechanism: | Personal and Attitudinal Change |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | Leadership |
| Measurement: | % of staff receiving training; % of staff reporting improved knowledge post-training Complaints / pre-post surveys (work environment) |
| Baseline: | |
| Target: | |

Review Policies such as DEI, Violence and Harassment in the Workplace, and Mutual Respect in the Workplace for reporting and resolution processes

Anecdotal reporting suggested that staff were uncertain how to make complaints and how they were resolved. Recent research suggests that separating complaints processes from statements about respect fosters a better community of belonging. As well, recent research suggests that collaborative complaints resolution processes are more effective and increase diversity in the workplace.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2026 |
| | | End Year: | 2029 |

RATIONALE

| | | | |
|-----------------|--------------|-------------------|------------------------------|
| Maturity Focus: | Organization | Change Mechanism: | Systemic Service Improvement |
| Importance: | High | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | More than one FTE | Financial: | Less than \$50,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Senior Leadership |
| Measurement: | # of complaints; experience with complaints process |
| Baseline: | |
| Target: | |

Translation of Materials

Interpreters are available for services, but translation of printed and digital materials is not systematic. Materials should be available in the languages most needed and in accessible formats (e.g., spoken and large print).

TIMELINE

| | | | |
|-------------------|----------|-------------|------|
| Time to Complete: | < 1 year | Start Year: | 2025 |
| | | End Year: | 2028 |

RATIONALE

| | | | |
|-----------------|---------|-------------------|------------------------------|
| Maturity Focus: | Clients | Change Mechanism: | Systemic Service Improvement |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | CSM/Quality Committee |
| Measurement: | % of printed and digital materials in needed languages and formats |
| Baseline: | |
| Target: | |

Information about Community Events

Awareness of when different communities are celebrating major events would help raise staff attention and create a point of contact with diverse communities. Creating a source or calendar with information about when cultural events occur would be useful.

TIMELINE

| | | | |
|-------------------|----------|-------------|------|
| Time to Complete: | < 1 year | Start Year: | 2025 |
| | | End Year: | 2026 |

RATIONALE

| | | | |
|-----------------|---------|-------------------|------------------------------|
| Maturity Focus: | Clients | Change Mechanism: | Systemic Service Improvement |
| Importance: | High | Impact: | Low |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | PEACE Committee |
| Measurement: | % of staff accessing information; % of staff reporting increased awareness |
| Baseline: | |
| Target: | |

Include Demonstrated Commitment to EDI in Leadership Evaluation

Research demonstrates that leadership accountability has a catalytic impact on other EDI efforts in the workplace.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|-------------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2026 / 2027 |
| | | End Year: | 2028 |

RATIONALE

| | | | |
|-----------------|------------|-------------------|--------------------------------------|
| Maturity Focus: | Leadership | Change Mechanism: | Public Commitment and Accountability |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Leadership / HR / Board |
| Measurement: | % of leaders evaluated for EDI competency; Increase in EDI competency |
| Baseline: | |
| Target: | |

Identify Key Indicators of Success

Research demonstrates that leadership accountability has a catalytic impact on other EDI efforts in the workplace. Identifying indicators that are at least partially within the ability of JMCC to move and which are efficient to collect is key to the success of this recommendation.

| TIMELINE | | | |
|-------------------|--|-------------------|--------------------------------------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2025 |
| | | End Year: | 2028 |
| RATIONALE | | | |
| Maturity Focus: | Organization | Change Mechanism: | Public Commitment and Accountability |
| Importance: | High | Impact: | High |
| RESOURCES | | | |
| Staff: | One FTE | Financial: | Less than \$10,000 |
| Effort: | High | | |
| ACCOUNTABILITY | | | |
| Lead: | CSM/Quality Committee | | |
| Measurement: | # of indicators identified and tracked | | |
| Baseline: | | | |
| Target: | | | |

Develop a Partnership Quality System

To grow in relationship maturity from an EDI perspective, JMCC needs to partner with organizations that share its values for EDI. A checklist of core criteria for acceptability could reduce this risk in future.

TIMELINE

| | | | |
|-------------------|-----------|-------------|------|
| Time to Complete: | > 3 years | Start Year: | 2026 |
| | | End Year: | 2030 |

RATIONALE

| | | | |
|-----------------|---------------|-------------------|------------------------------|
| Maturity Focus: | Relationships | Change Mechanism: | Systemic Service Improvement |
| Importance: | Moderate | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | High | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Senior Leadership |
| Measurement: | Checklist created; % of partners screened |
| Baseline: | |
| Target: | |

Offer Disability Pride Opportunities to Clients, Families, Board and Staff

YAC and FAC members observed that JMCC and YAC were one of the few places they felt comfortable as a person with a disability or where they didn't feel different. Including Disability Pride education for clients, families and staff can work to address feelings of exclusion and stigma. This is more than accessibility, it is about countering ableism.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2025 |
| | | End Year: | 2028 |

RATIONALE

| | | | |
|-----------------|---------|-------------------|---------------------------------|
| Maturity Focus: | Clients | Change Mechanism: | Personal and Attitudinal Change |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|---------|------------|--------------------|
| Staff: | One FTE | Financial: | Less than \$10,000 |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | All staff |
| Measurement: | # of sessions offered; # attending by role; % of attendees reporting increased knowledge |
| Baseline: | |
| Target: | |

Participate in Equity of Access Project

As part of the Equity of Access to Early Intervention and Special Needs Services – Identity Based Data Collection Pilot Project, Holland Bloorview uses a Social Needs Intake Questionnaire to assess barriers to accessing or benefiting from services. It supports staff to evaluate whether community connection or food / income security are creating barriers to successful outcomes after receiving services. JMCC can take part in the pilot.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|-------------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2025 / 2026 |
| | | End Year: | 2026 / 2027 |

RATIONALE

| | | | |
|-----------------|---------|-------------------|------------------------|
| Maturity Focus: | Clients | Change Mechanism: | Continuous Improvement |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Quality and Health Information Management (HIM) |
| Measurement: | % of clients screened; % identified as facing barriers; % referred for assistance |
| Baseline: | |
| Target: | |

Culturally Diverse Social Events and Food

Engagement feedback suggests that events which acknowledge or celebrate cultural diversity would be appreciated. Also it was noted that food for organizational events (e.g., team luncheon) should reflect cultural dietary needs (e.g., avoiding pork or offering vegetarian choices).

TIMELINE

| | | | |
|-------------------|----------|-------------|------|
| Time to Complete: | < 1 year | Start Year: | 2025 |
| | | End Year: | 2026 |

RATIONALE

| | | | |
|-----------------|----------|-------------------|------------------------------|
| Maturity Focus: | Clients | Change Mechanism: | Systemic Service Improvement |
| Importance: | Moderate | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | PEACE Committee |
| Measurement: | # of events hosted; % rates as meeting dietary needs |
| Baseline: | |
| Target: | |

Offer Training to the Board and Senior Leadership on EDI and Intersectionality

The Board have already had some opportunity to listen to different communities about the value of EDI as part of the JMCC vision. More of this should be made available and Board policies should be intentional about EDI expectations. Cultural diversity training for the board and staff helps to make cultural shifts in programming, administrative practices, and client engagement.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2026 |
| | | End Year: | 2029 |

RATIONALE

| | | | |
|-----------------|------------|-------------------|--------------------------------------|
| Maturity Focus: | Leadership | Change Mechanism: | Public Commitment and Accountability |
| Importance: | Moderate | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Human Resources |
| Measurement: | # of trainings provided; % of attendees; % of attendees reporting increased knowledge |
| Baseline: | |
| Target: | |

Join or Create a Community of Practice Locally and with other CTC's on Best Practices

Other CTC's and other Child serving organizations in Windsor are on a similar journey to JMCC and are able to provide support, advice and bridges to other communities.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2026 |
| | | End Year: | 2029 |

RATIONALE

| | | | |
|-----------------|---------------|-------------------|------------------------------|
| Maturity Focus: | Relationships | Change Mechanism: | Systemic Service Improvement |
| Importance: | High | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--|
| Lead: | CSM/PEACE Committee |
| Measurement: | Joined/created community of practice; % of attendees reporting as beneficial |
| Baseline: | |
| Target: | |

Develop and Deploy an EDI Specific Employee Survey

While the Accreditation Canada survey was helpful, it is missing some key elements of a true EDI census and employee engagement survey.

TIMELINE

| | | | |
|-------------------|-----------|-------------|------|
| Time to Complete: | > 3 years | Start Year: | 2028 |
| | | End Year: | 2030 |

RATIONALE

| | | | |
|-----------------|--------------|-------------------|------------------------------|
| Maturity Focus: | Organization | Change Mechanism: | Systemic Service Improvement |
| Importance: | Moderate | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Quality and Health Information Management (HIM) |
| Measurement: | % of staff responding to survey |
| Baseline: | |
| Target: | |

Offer Bystander Intervention Training to all Staff

Bystander intervention training has been identified as a very powerful method of reducing complaints and increasing diversity in the workplace due to its ability to place effective action in the hands of all employees.

TIMELINE

| | | | |
|-------------------|----------|-------------|------|
| Time to Complete: | < 1 year | Start Year: | 2025 |
| | | End Year: | 2025 |

RATIONALE

| | | | |
|-----------------|-----------|-------------------|---------------------------------|
| Maturity Focus: | Employees | Change Mechanism: | Personal and Attitudinal Change |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | CSM |
| Measurement: | % of staff attending training; % reporting intention to apply training; Reduction in complaints |
| Baseline: | |
| Target: | |

Adopt a Pre-Employment Mentorship Program

Based on the experience of the University of Toronto Medical School, good results have been achieved by offering diverse applicants the opportunity to understand the culture and technical elements of the medical profession prior to applying to the school. This model of allowing pre-recruitment / pre-employment mentorship and support could increase the diversity in the applicant pool and successful candidates.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2026 |
| | | End Year: | 2029 |

RATIONALE

| | | | |
|-----------------|-----------|-------------------|------------------------------|
| Maturity Focus: | Employees | Change Mechanism: | Systemic Service Improvement |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | More than one FTE | Financial: | Less than \$50,000 |
| Effort: | High | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Senior Leadership |
| Measurement: | # of people mentored; % of diverse applicants |
| Baseline: | |
| Target: | |

Adopt a Lessons Learned Approach to Continuous Improvement

Utilizing feedback from complaints or incidents to adapt policy and training related to EDI demonstrates commitment to continuous improvement.

TIMELINE

| | | | |
|-------------------|-----------------|-------------|-------------|
| Time to Complete: | btw 1 - 3 years | Start Year: | 2026 / 2027 |
| | | End Year: | 2029 |

RATIONALE

| | | | |
|-----------------|--------------|-------------------|------------------------------|
| Maturity Focus: | Organization | Change Mechanism: | Systemic Service Improvement |
| Importance: | Moderate | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|--------------------------------------|
| Lead: | Organization |
| Measurement: | # of complaints received; % acted on |
| Baseline: | |
| Target: | |

Adopt a Public and Internal Facing Accountability Statement for EDI and Truth and Reconciliation

Public accountability acts as a catalyst to organizational change and demonstrates willingness to be held accountable. Separate statements should be crafted for EDI and Truth and Reconciliation.

TIMELINE

| | | | |
|-------------------|----------|-------------|------|
| Time to Complete: | < 1 year | Start Year: | 2025 |
| | | End Year: | 2026 |

RATIONALE

| | | | |
|-----------------|--------------|-------------------|--------------------------------------|
| Maturity Focus: | Organization | Change Mechanism: | Public Commitment and Accountability |
| Importance: | High | Impact: | Moderate |

RESOURCES

| | | | |
|---------|-------------------|------------|------|
| Staff: | Less than one FTE | Financial: | None |
| Effort: | Low | | |

ACCOUNTABILITY

| | |
|--------------|---------------------|
| Lead: | Organization |
| Measurement: | Statements adopted; |
| Baseline: | |
| Target: | |

Identify Leadership for Accountability

The Inclusion Strategy requires a champion who is both empowered and resourced to ensure that the vision becomes reality.

TIMELINE

| | | | |
|-------------------|----------|-------------|------|
| Time to Complete: | < 1 year | Start Year: | 2025 |
| | | End Year: | 2026 |

RATIONALE

| | | | |
|-----------------|------------|-------------------|--------------------------------------|
| Maturity Focus: | Leadership | Change Mechanism: | Public Commitment and Accountability |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|-----------------------------------|
| Lead: | Senior Leadership |
| Measurement: | Champion identified and resourced |
| Baseline: | |
| Target: | |

Truth and Reconciliation Action Plan

Requires a dedicated focus across three or more years beginning with identifying key Indigenous partners to inform or co-create actionable steps and meeting with communities to promote services and identify barriers or gaps. Subsequent efforts should focus on formal relationship building with service or protocol agreements and shared strategic directions. Creating Indigenous student volunteer placements and mentorships could be considered.

TIMELINE

| | | | |
|-------------------|-----------|-------------|--|
| Time to Complete: | > 3 years | Start Year: | |
| | | End Year: | |

RATIONALE

| | | | |
|-----------------|--------------|-------------------|--------------------------------------|
| Maturity Focus: | Organization | Change Mechanism: | Public Commitment and Accountability |
| Importance: | High | Impact: | High |

RESOURCES

| | | | |
|---------|-------------------|------------|--------------------|
| Staff: | Less than one FTE | Financial: | Less than \$10,000 |
| Effort: | Moderate | | |

ACCOUNTABILITY

| | |
|--------------|---|
| Lead: | Senior Leadership |
| Measurement: | Strategy created; % rating partnerships positively; # of new agreements |
| Baseline: | |
| Target: | |