

SECTION 6: OPERATIONS

Policy 6.36: Equity and Inclusive Education Policy

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Safe Schools Policy](#)

[6.49.01 Board Code of Conduct Policy for Safe Schools](#)

[6.49.02 Progressive Discipline Including Suspension and Expulsion](#)

[6.49.03 Bullying Prevention and Intervention](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools](#)

[Ontario Human Rights Code](#)

[Bill 157 Keeping our Kids Safe at School](#)

[Bill 13 Accepting Schools Act 2012](#)

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POLICY STATEMENT

The Algoma District School Board is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education.

RATIONALE

The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who service the system.

All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success and students will only reach their full potential in an environment where they feel secure and accepted. Students need to be equipped with the knowledge, skills, attitude and values to engage others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTTIQ (lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer and questioning) people.

The Board upholds the principles of respect for human rights and fundamental freedoms.

ROLES AND RESPONSIBILITIES

Trustees are responsible for:

- reviewing and amending all policies through an equity and inclusivity lens

The Director is responsible for:

- providing leadership to ensure a collaborative system based process in the development, implementation and review of all Board practices through an equity and inclusivity lens

Superintendents are responsible for:

- implementing policies, procedures and practices that are equitable and inclusive

Principal/Managers are responsible for:

- developing and implementing strategies to engage students, parents and the broader community actively in the review, development, and implementation of initiatives to support and promote equity and inclusive policies
- implementing Board equity and inclusivity policies, programs and action plans that reflect the needs of their diverse school communities

All Board employees are responsible for:

- fostering a commitment to equity of outcomes
- using inclusive and respectful language and approaches in all interactions
- demonstrating a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways

- working to provide materials and activities that represent the diversity, values, backgrounds, and experiences of all
- communicating and working effectively with everyone
- modeling the equity and inclusive education values and vision of the school, department and board
- working to develop a process through which concerns and issues about discrimination can be identified and resolved
- working to develop a survey to measure progress towards creating an equitable and inclusive environment
- using “learning moments” to address non-inclusive, disrespectful, or discriminatory behaviours
- encouraging leadership in establishing and monitoring guidelines for achieving inclusive environments
- understanding that equity and inclusive principles apply to everyone
- assuming responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles

IMPLEMENTATION

Guidelines for Policy Development and Implementation, [Ontario’s Equity and Inclusive Education Strategy](#) and [Policy/Program Memorandum No. 119 \(2009\) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”](#) identify eight areas of focus for implementing equity and inclusive education:

1. Board Policies, Programs, Guidelines and Practices

The Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the [Ontario Human Rights Code](#).

2. Shared and Committed Leadership

The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs.

3. School-Community Relationships

The Board will maintain and enhance collaborative relationship with diverse communities so that the perspectives and experiences of students, families and employees are recognized.



4. Inclusive Curriculum and Assessment Practices

The Board is committed to an inclusive curriculum and will continue to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential.

5. Religious Accommodation

The Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to staff and students.

6. School Climate and Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from discrimination and harassment.

7. Professional Learning

The Board will continue to provide administrators, staff and students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the [Ontario Human Rights Code](#).

8. Accountability and Transparency

The Board will continue to assess and monitor board Progress in implementing the [Equity and Inclusive Education Strategy](#), by reviewing Board