

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Management Guideline</i>	EQUITY AND INCLUSIVE EDUCATION	
<i>Applicable Policy</i>	EQUITY AND INCLUSIVE EDUCATION	536

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Equity and inclusive education will be realized in the Superior-Greenstone DSB by reviewing, aligning and extending current policies, guidelines and practices in the following areas of board and school operations, in order to achieve equity for all students.

Policies, Guidelines and Procedures

- All policies, management guidelines and procedures of the Superior-Greenstone DSB shall reflect and value the diversity of its school communities and in particular include previously disadvantaged groups of the school and larger community.
- Communicate an overview of the Equity and Inclusive Education strategy to all stakeholders.

Partnerships – Board, School and Community

- Identify Aboriginal and diverse communities across the school board.
- Request that Aboriginal and diverse community groups identify their representatives for the purpose of establishing school-community partnerships.
- Involve diverse communities in partnership activities with the school board and schools..

Leadership

- Assist the board and school administrators and trustees in promoting the principles of the board's Equity and Inclusive Education policy through the board's mission statement.
- Assist all school and board staff, administration and trustees to develop and sustain the commitment needed to embed the policy into the daily life of the board and its schools.
- All staff, administrators and trustees shall learn the knowledge, skills, and behaviors that encourage and strengthen equity and inclusive practices and develop effective practices for communication with all stakeholders.

Curriculum

- Curricula shall include the multiple viewpoints and perspectives of diverse groups, including those with different ethno-cultural backgrounds, race, gender, sexual orientation, languages, belief and value systems, and socio-economic status, as distinct from the dominant group comprising our school and Ontario communities.
- All processes of curriculum review, development and implementation shall be consistent with the principle of equity for all. Every effort will be made to seek out curriculum that recognizes and is respectful of sub groups often marginalized in our society. Such

diversity may be reflected in the student's ethno-cultural background, race, gender, sexual orientation, language, belief and value system and socio-economic status.

- Bias and discriminatory barriers perpetuated in learning resources, materials, texts, and programs shall be addressed by principals and teaching staff.
- Every effort will be made to remove such materials from classroom use.
- Students will be instructed on how to think critically when conducting research and reviewing the quality of information sources portraying characteristics of the diverse group in order to ensure that bias and stereotyping are recognized and eliminated.

Student Language

- Students shall be supported to develop pride in their culture and first language.
- Students shall be appropriately supported in their attempts to achieve a high level of literacy in English.

Student Evaluation, Assessment and Placement

- Assessment instruments, evaluation and placement procedures shall be designed to take into account the diversity of the student's ethno-cultural background, race, gender, sexual orientation, beliefs and values system, linguistic experience and socio-economic status.
- All students, regardless of ethno-cultural background, race, gender, sexual orientation, belief and values system, linguistic experience, and/or socio-economic status will have the opportunity to grow and acquire the knowledge and skills necessary for a successful future.
- Parents/guardians shall be fully informed regarding assessment instruments, evaluation and placement procedures and be involved in placement discussions.

Student Counseling and Career Planning

- Academic and career counseling shall be free of bias or stereotyping related to ethno-cultural background, race, gender, sexual orientation, beliefs and values system, linguistic experience and socio-economic status and/or other bias
- The Board recognizes the importance of guidance and counseling services in order to preserve and ensure the growth of all students in self awareness, peer relationships and career exploration.

Harassment

- Harassment could include, but is not limited to remarks, references, jokes, stories, text messages, about a person's race, ethnicity, religion, ancestry, colour, sexual orientation, socio-economic status, place of origin, etc. which are known or ought reasonably to be known as unwelcome; the display of derogatory or offensive pictures, video, or material; the denial of normal cooperation and actions that imply the inherent superiority of a particular race, religious faith, sex, gender, etc.
- Harassment of any nature will not be tolerated or ignored, whether it is intended or unintended.
- Clear processes for dealing with incidents of such harassment involving students, staff and other individuals will be employed, (see Policy 520, Safe Schools Code of Conduct;

Policy 535, Progressive Discipline and School Safety, and Policy 525, Bullying Prevention and Intervention Strategies; Policy 717, Workplace Harassment).

Employment Practices

- The Board's recruitment, selection, training and promotion practices and procedures shall be equitable and inclusive for all, (see Policy 704, Recruitment, Selection and Hiring and Management Guideline).

Staff Development

- Educate all employees and trustees with the knowledge, skills, and behaviors needed to implement the Equity and Inclusive Education policy (see Policy 707, Employee Code of Conduct).
- Provide professional development programs for staff as determined by a needs assessment.