Section	SCHOOLS AND STUDENTS	
Policy Name	EQUITY AND INCLUSIVE EDUCATION *Management Guideline Applies*	536
Board Approved: *June 28, 2022* *October 24, 2017* *October 26, 2009*	*Reviewed: June 14, 2022* *November 23, 2009*	*Review Prior To: December 2027*

POLICY

It is the policy of Superior-Greenstone District School Board (SGDSB) to promote equity and inclusive education. The board endeavours to create and maintain harmonious learning and work environments as well as promotes equity of access and outcomes for all students in accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code. Discrimination in the receipt of education and in employment at SGDSB, because of race, ethnic origin, place of origin, ancestry, citizenship, colour, religion/creed, marital status, family status, sex, sexual orientation, gender expression, sexual orientation, gender identity, age, disability, is prohibited. In addition, SGDSB promotes inclusion for students experiencing barriers due to socio-economic status. This Policy establishes eight areas of focus for this endeavour.

At Superior-Greenstone District School Board, we believe that all students can learn and our goal is to enable each and every student to learn effectively, to reduce achievement disparities and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation and other historical forms of marginalization[1].

The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms, the Constitution Act, 1982* and confirmed in the Ontario *Human Rights Code* (the "*Code*")*.* The Board and its staff are also committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (the "Strategy") and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119.

The Board recognizes that equity of access and equity of outcomes 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 serve the system.

GUIDING PRINCIPLES

Superior-Greenstone District School Board recognizes that equity and inclusive education:

• Is a foundation of excellence - in a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement;

• Meets individual needs - equity does not mean treating all students in the same way but rather, responding to the individual needs of each student and providing the conditions and interventions needed to help them succeed;

[1] The Ontario Human Rights Code and SGDSB's human rights policy identify the following prohibited discrimination grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex (includes pregnancy), sexual orientation, age, record of offences, marital status, family status, gender identity, gender expression and/or disability (includes perceived disability).

• Identifies and eliminates barriers - all students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential;

• Promotes a sense of belonging - equity and inclusive education contribute to every student's sense of well-being;

• Involves the broader community - effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system;

• Builds on and enhances previous and existing initiatives - sound research and analysis of successful policies and practices form the basis for the development and sharing of resources; and

• Is demonstrated throughout the system – SGDSB will incorporate equity and inclusive education throughout policies, procedures and practices.

AREAS OF FOCUS

1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

   Superior-Greenstone District School Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Code*.

   Superior-Greenstone District School Board will review this commitment as part of the development and regular review of policies, procedures, and practices. This area of focus establishes the framework for policy development and implementation in all the other areas of focus.

   Superior-Greenstone District School Board will endeavour to promote equity of access and outcomes for student achievement and well-being. The Board aims to identify and address barriers that may limit the opportunities of diverse individuals for employment, retention and promotion. All data collection, research, surveys, and census shall be developed, collected, utilized, maintained and delivered using a critical equity lens, ensuring accessibility and respect of individual privacy rights.

2. SHARED AND COMMITTED LEADERSHIP

   The principle of shared and committed leadership recognizes that all partners in education, including community partners, parents, guardians, caregivers and students, are responsible for preparing students to live in a diverse society. The Board recognizes that bringing change to instructional practices and the learning culture requires strong, focused leadership from and in particular, school board trustees, director of education, superintendents, principals, and teachers. The Board and schools will provide leadership that is responsive to the diverse nature of Ontario's communities and committed to identifying and addressing discrimination and systemic barriers to learning.

3. SCHOOL- COMMUNITY RELATIONSHIPS

   Superior-Greenstone District School Board shall endeavour to meet the needs of diverse communities and workplaces through active involvement, input and participation of students, parents/guardians/caregivers, staff and communities, to understand perspectives about students so that their needs can be met. Collaboration will be based on respect, open dialogue and partnerships with students, parents/guardians, staff, committees and other community groups and agencies. Superior-Greenstone District School Board will draw upon

the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of students and provide new and relevant learning opportunities.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Superior-Greenstone District School Board will implement an inclusive curriculum and to review resources, instruction, and assessment and evaluation practices in order to identify and address discrimination so that each student may achieve their learning potential.

Students need to feel engaged by what they are learning, supported by staff and welcome in the learning environment. The Ministry of Education provides curriculum to all boards in Ontario. The Board will review resources, instruction, and assessment/evaluation practices to ensure they are in accordance with the guiding principles. Superior-Greenstone District School Board is committed to identifying and implementing inclusive curriculum supported by resources, instructional strategies and assessment and evaluation practices that reflect and respond to the diverse needs and abilities of learners. Superior-Greenstone District School Board will provide students and staff with opportunities to learn about diverse histories, cultures, and perspectives. Students need to see themselves represented in the curriculum, programs, culture and staff of the school.

5. CREED/RELIGION ACCOMODATION

Superior-Greenstone District School Board upholds the Ontario Human Rights Code that prohibits discrimination on the grounds of creed (includes religion) and establishes the duty to accommodate. Superior-Greenstone District School Board will take all reasonable steps to provide creed (religion) accommodation for students and staff (see Appendix A).

Superior-Greenstone District School Board acknowledges each individual's right to follow or not to follow faith/creed beliefs and practices free from harassment or discrimination.

6. SCHOOL and WORKPLACE CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

Superior-Greenstone District School Board is committed to the principle that every person within the school community is entitled to a climate of understanding and mutual respect that includes a learning environment, free from discrimination and harassment.

Superior-Greenstone District School Board fosters a positive school climate in which all members of the school community feel safe, welcome, accepted, and supports positive behaviours and interactions. Superior-Greenstone District School Board recognizes that harassment, discrimination and workplace harassment can negatively affect working relationships, the learning process and personal well-being, as well as school climate. Superior-Greenstone District School Board has established policies and procedures that enable students and staff to safely report incidents of harassment, discrimination and workplace harassment and that will enable SGDSB to respond in a timely manner. Regular monitoring of school climate is essential.

7. PROFESSIONAL LEARNING

Superior-Greenstone District School Board will provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to foster an equitable and inclusive climate for the benefit of diverse students and staff as well as identify and eliminate discrimination and systemic barriers under the *Code*.

Superior-Greenstone District School Board will provide professional learning opportunities for staff, administrators and trustees to deepen awareness and build capacity to promote a

climate of understanding and mutual respect that is conducive for equity and inclusive education. Professional learning activities with SGDSB will be ongoing, evidence-based and focused on positive outcomes, including topics such as anti-racism, anti-discrimination, anti-homophobia, anti-Semitism, anti-Islamophobia, and gender-based violence. Superior-Greenstone District School Board will provide opportunities for students and parents to increase their knowledge and understanding of equity and inclusive education.

8. ACCOUNTABILITY AND TRANSPARENCY

Superior-Greenstone District School Board will assess and monitor Board progress with implementing this Policy will embed the principles into all Board policies, programs, guidelines and practices; and will communicate these results to the community.

Superior-Greenstone District School Board will assess and monitor progress in reviewing policies, guidelines, and practices and in implementing this policy. Equity and inclusive education principles are to be embedded in the Board's multi-year strategic plan. Superior-Greenstone District School Board will provide ongoing and open communication to keep all stakeholders informed of the Board's goals and progress as they relate to equity and inclusive education.