

SECTION 6: OPERATIONS

Policy 6.36: Equity and Inclusive Education Policy

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Board Code of Conduct](#)

[6.49.01 Safe Schools Policy](#)

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

[6.49.03 Bullying Prevention and Intervention Policy for Students](#)

Supporting Procedures

Religious Accommodations

Equitable Selection Procedures in Recruitment, Hiring and Promotion

Supporting Protocols and Guidelines

ADSB Guideline for Supporting Trans and Gender Diverse Students

Supporting Templates and Forms

Other Resources

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

[Ontario's Education Equity Action Plan \(2017\)](#)

[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 \(2013\)](#)

[Ontario Human Rights Code](#)

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

[Bill 13 Accepting Schools Act 2012](#)

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Revised by Resolution #066-2021 06 15

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 and working/learning environments.

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, staff and community members ought to feel safe at school and ADSB worksites and deserve a positive 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 and working environment where all students and staff feel accepted is a necessary condition for success and students will only reach their full potential in an environment where they feel secure and accepted. Students and staff 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 LGBTQ2S+ (lesbian, gay, bisexual, transgender or trans, queer or questioning, two-spirit,) people.

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

IMPLEMENTATION & ACTION

Guidelines for Policy Development and Implementation, [Ontario's Equity and Inclusive Education Strategy](#) and [Policy/Program Memorandum No. 119 \(2013\) "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](#). The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions. All Board policies and procedures will be reviewed from an equity lens during the regularly scheduled review cycle.

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. Board and school leaders

will promote the development of collaborative learning and working environments in which participants share a commitment to equity and inclusive education principles and practices.

3. School-Community Relationships

Schools and the Board will actively engage parents and community partners to create and sustain a positive school climate that supports student achievement and well-being. The Board will maintain and enhance collaborative relationships 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. The Board and schools will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking. Staff must provide students and colleagues with authentic and relevant opportunities to learn about diverse histories, cultures and perspectives. Students must be able to see themselves represented in the curriculum, programs, learning environment, and culture of the school.

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 Board and its school communities is entitled to a respectful, positive school climate and learning/working environment, free from discrimination and harassment, where all members of the school community feel safe, included, welcomed, and accepted. Questions on equity and inclusive education will be incorporated into school climate surveys and Board workplace climate surveys.

7. Professional Learning

Working with Board staff, community partner agencies and other education partners, the Board will continue to provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour 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 its progress in implementing the [Equity and Inclusive Education Strategy](#), by reviewing board and school improvement data including school climate surveys and board workplace climate surveys.

ROLES AND RESPONSIBILITIES

Trustees will:

- review and amend all policies through an equity and inclusivity lens.

The Director will:

- provide 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 will:

- implement policies, procedures and practices that are equitable and inclusive
- coordinate the development of surveys to measure progress towards creating equitable and inclusive environments
- coordinate the development of a process through which concerns and issues about discrimination can be identified and resolved.

Principal/Managers will:

- develop and implement 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
- implement Board equity and inclusivity policies, programs and action plans that reflect the needs of their diverse school communities
- implement site-based processes in which concerns and issues about discrimination can be identified and resolved

All Board employees will:



- foster a commitment to equity of outcomes
- use inclusive and respectful language and approaches in all interactions
- demonstrate a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways
- work to provide materials and activities that represent the diversity, values, backgrounds, and experiences of all
- communicate and work effectively with everyone
- model the equity and inclusive education values and vision of the school, department and board
- use “learning moments” to address non-inclusive, disrespectful, or discriminatory behaviours
- support leadership in establishing and monitoring guidelines for achieving inclusive environments
- understand that equity and inclusive principles apply to everyone
- assume responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles.