



# Northeastern Catholic District School Board

## EQUITY AND INCLUSIVE EDUCATION

**Policy Number: E-32**

**Authority: 18-157/21-47**

### POLICY STATEMENT

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The Northeastern Catholic District School Board (NCDSB) recognizes that all people are created equal, in the image and likeness of God, each with inimitable characteristics deserving dignity (Genesis: 1:27). The NCDSB strives to support and inspire every student to succeed in a culture of high expectations and acceptance. The NCDSB is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education. In accordance with the Church's teachings, the NCDSB will provide in all its operations an educational environment which supports and enables diversity within its Catholic community.

### REFERENCES

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#### *Education Act*

Equity and Inclusive Education: Going Deeper (CODE, 2014)

Ontario's Education Equity Action Plan, 2017

Ontario Human Rights Code (OHRC)

Achieving Excellence – A Renewed Vision for Education in Ontario

Policy Program Memorandum (PPM)

108 Opening or Closing Exercises in Public Elementary or Secondary Schools

119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

144 Bullying Prevention and Intervention

NCDSB Administrative Procedure

APE032 Equity and Inclusive Education

### DEFINITIONS

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Nil.

### POLICY REGULATIONS

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#### **1.0 Board Policies, Programs, Guidelines, and Practices**

- 1.1 Engage in cyclical reviews of policies, programs, guidelines, and practices so that equity and inclusive education focus is an integral part of the NCDSB's operations and permeates everything that happens in its schools and facilities.

#### **2.0 Shared and Committed Leadership**

- 2.1 Provide leadership that is committed to identifying and removing discriminatory biases and systemic barriers to learning.

- 2.2 Promote the development of collaborative environments in which participants share a commitment to equity and inclusive education principles and practices.
- 3.0 School-Community Relationships**
- 3.1 Build capacity with the active engagement of parents/guardians and school community partners to create and sustain positive school climate that supports student achievement and well-being, in innovative and responsive ways.
- 4.0 Inclusive Curriculum and Assessment Practices**
- 4.1 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.
- 5.0 Religious Accommodation**
- 5.1 Create and review regularly, religious accommodation guidelines for students and staff.
- 6.0 School Climate and the Prevention of Discrimination and Harassment**
- 6.1 Adopt procedures across the system that enable students and staff to report incidents of discrimination and harassment safely.
- 6.2 Adopt procedures to ensure that a response is issued in a timely manner to such reports.
- 6.3 Conduct anonymous school climate surveys of students and staff and the parents of students at least once every two years, in accordance with subsection 169.1(2.1) of the *Education Act*.
- 7.0 Professional Learning**
- 7.1 Provide professional learning opportunities relating to topics such as, but not limited to antiracism, antidiscrimination, and gender-based violence.
- 7.2 Provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.
- 8.0 Accountability and Transparency**
- 8.1 Engage in ongoing communication strategies to keep all stakeholders informed of the NCDSB's equity goals and progress towards their achievement.
- 9.0 Implementation and Monitoring**
- 9.1 Administrative procedures must be reviewed as required to fulfill all aspects of equity and inclusive education requirements, action plans, and goals.