Northeastern Catholic District School Board

EQUITY AND INCLUSIVE EDUCATION	
Policy Number: E-32	**Authority: 18-157/21-47/24-44**

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) recognizes the inherent dignity of every person, created in the image and likeness of God. Guided by Catholic teachings, the Board is committed to fostering learning and working environments where every person is welcomed, respected, valued, and supported to flourish. Through equitable and inclusive practices, the Board will identify and remove barriers to learning and participation so that every student has the opportunity to achieve their full potential.

REFERENCES

Education Act
Ontario Human Rights Code (OHRC)
Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements
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 Policy
- P-16 Resolution of Complaints

NCDSB Administrative Procedure
- APE032 Equity and Inclusive Education
- APP016 Resolution of Complaints

DEFINITIONS

Barrier
A policy, practice, procedure, physical feature, attitude, or circumstance that limits or prevents an individual from fully participating in learning or employment opportunities.

Equity
The fair, inclusive, and respectful treatment of all individuals by recognizing and responding to diverse identities, strengths, experiences, and needs to achieve equitable outcomes.

Inclusive Education
An approach to education that values diversity, promotes a sense of belonging, and seeks to identify and remove barriers so that every student has equitable opportunities to learn, participate, and succeed.

POLICY REGULATIONS

1.0 Provide learning and working environments that uphold the dignity of every person, promote equity, and foster a culture of belonging, inclusion, and respect.

2.0 Promote learning environments that identify and remove barriers to participation, achievement, and well-being while supporting high expectations for every student.

3.0 Foster shared leadership and accountability for advancing equity and inclusive education across all Board operations, schools, and workplaces.

4.0 Ensure that Board policies, programs, services, curriculum, assessment practices, and decision-making reflect the principles of equity, accessibility, and inclusion.

5.0 Strengthen partnerships with students, families, parishes, community organization and other educational partners to support equitable and inclusive learning environments.

6.0 Support ongoing professional learning, reflection, and continuous improvement to strengthen equitable and inclusive practices throughout the NCDSB.

7.0 Review and revise administrative procedures, monitor implementation, and evaluate outcomes to support accountability, continuous improvement, and compliance with legislative requirements.