

SUPE EDUCATION

Applicable Policy EQUITY AND INCLUSIVE EDUCATION

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Approved: June 28, 2022
December 8, 2009

Reviewed: November 23, 2009

Review by: December 2027

1.0 Policy

It is the policy of Superior-Greenstone District School Board (SGDSB) to promote equity and inclusive education.

2.0 Definitions

Discrimination means any form of unequal treatment based on a Human Rights Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Types of discrimination include systemic discrimination and poisoned environment.

Diversity - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender expression, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Harassment (Human Rights Code-

guidelines, operations and practices;

3.1.2 Review Board and revise policies, guidelines, and practices to ensure that they reflect the principles of equity and inclusive education;

3.3.5 promote the development of collaborative environments in which students, staff,

identify harassment, discrimination and workplace harassment and to respond to it in a timely manner;

3.6.3 Ensure that the process for addressing bullying/harassment, discrimination and workplace harassment is monitored for efficacy;

3.6.4 Monitor school climate using school climate surveys that include questions on equity and inclusive education, to identify inappropriate behaviours, issues, or barriers that need to be addressed; and

3.6.5 Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.

3.7 Professional Learning and Development

Superior-Greenstone District School Board will:

3.7.1 Provide opportunities for school and system leaders, students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education professional learning and leadership initiatives;

3.7.2 Support the school's review of classroom strategies that promote school-wide equity and inclusive education policies and practices;

3.7.3 Provide employees with the skills to identify and deal with bias in materials, including classroom and other resources; and

3.7.4 Draw upon existing expertise within its own organization, other boards, and community agencies and groups, to assist with the provision of staff development programs and professional learning activities.

3.8 Accountability and Transparency

Superior-Greenstone District School Board will:

3.8.1 Post the Equity and Inclusive Education policy and guidelines on the Board's website and provide information about it and practices to students, parents/guardians, administrators, teachers, school staff, school councils, and volunteers;

3.8.2 Develop board improvement plans and support schools in the development of school improvement plans that are aligned with this Equity and Inclusive Education Policy and the SGDSB values; and

3.8.3 Establish a process to monitor progress with equity and inclusive education and assess effectiveness of the Policy.

4.0 Review

This management guidelines shall be reviewed in accordance with SGDSB Policy.

Creed (Religion) Accommodation Guideline

1. Legislative Context

Superior-Greenstone District School Board (SGDSB) recognizes the pluralistic nature of Canada, the Canadian Charter of Rights and Freedoms guarantees freedom of religion. Superior- Greenstone District School Board upholds the Ontario Human Rights Code (Code) that protects an individual's right to be free from discrimination because of creed. The Board acknowledges an individual's right to follow or not to follow creed (religion). The Board values equity, inclusion and respect. The Board will find appropriate solutions. The duty to accommodate is about determining an appropriate solution and providing it, short of undue hardship.

Although faith creed observances are based on generally accepted practices as defined by a religion/faith group, the Board recognizes that members of faith groups are not homogeneous in their understanding, interpretation and practice of their faith. It is not the role of schools to monitor students' compliance with a particular observance.

Human rights protection for creed does not extend to practices and observances that are hateful or incite hatred or violence against other individuals or groups or contravene criminal law.

2. Requests for Accommodation Based on Faith (Creed)

and others at SGDSB.

It is expected that students and their families, as well as their faith/creed related needs and will work with the Board to receive appropriate and reasonable accommodations.

Students or staff may request an accommodation in one or more of the following areas:

- school opening and closing exercises;
- prayer;
- dietary requirements;

