


YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 613
<i>Former Policy #</i> 505	<i>Page</i>

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- 3.2 The guiding principles of equity and inclusive education shall be consistent with Catholic denominational rights, as stated in the Human Rights Code Section 19 (1) This Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1) and shall be incorporated into all aspects of Board policies, programs, procedures, and practices to ensure an equitable and inclusive learning and working environment for all.
- 3.3 The Board is committed to improving student achievement and well-being and to closing achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination through the design and implementation of an inclusive curriculum.
- 3.4 School board staff shall be provided with professional learning opportunities through the implementation of the Board and School Improvement Plan for Student Achievement and Well3 11.04 Tf1 0 0 1 209.45 507.31 Tm0 g0 G[W]-33(e)6(l)]T2 700000912 0 612



- 4.5.1 To ensure that the principles of equity and inclusive education are incorporated and modelled in all professional learning activities and/or programs.
- 4.5.2 To engage stakeholders in the Special Education Improvement planning with particular emphasis on: using data to identify and remove barriers to student achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about equity and inclusion actions and/or initiatives to support students with special needs.

4.6 Superintendents of Education: School Leadership

- 4.6.1 To support schools with the implementation of the Equity and Inclusive Education policy and procedures.

4.7 Senior Managers

- 4.7.1 To expand community efforts to foster new partnerships that engage a diverse cross-section of students, parents/guardians, staff, community agencies, services and business groups to ensure equity and inclusion.

4.8 Principals

- 4.8.1 To establish a collaborative school culture where the collective capacities and voices of all stakeholders are used to develop and implement School Improvement Plans for student achievement and well-being in compliance with the equity and inclusive education policies and procedures.
- 4.8.2 To support staff with the implementation of the Board’s Religious Accommodation procedures when required.
- 4.8.3a1 To promote student leadership opportunities and actively engage students in initiatives with a focus on equity, social justice, inclusion and diversity.
- 4.8.4 To implement procedures that will enable students and staff to report incidents of discrimination safely and ensure a timely and appropriate response.
- 4.8.5 To ensure that all required accommodations for students are in compliance with the policy and procedures.

4.9 Teachers

- 4.9.1 To ensure that instructional resources, strategies, as well as, assessment and evaluation practices are in accordance with the Board’s Mission and Vision, Church teachings and the principles of equity and inclusivity.
- 4.9.21 To develop and implement initiatives that support and promote diversity of

4.11.2 To inform the Principal of the need for accommodations (including, but not limited to, medical, educational or religious accommodation requests) as required by this policy.

4.12 Third Party Providers

4.12.1 To comply with the Equity and Inclusive Education policy and procedures in all interactions with agents of the York Catholic District School Board.

5. DEFINITIONS

5.1 Accommodation

An adjustment made to policies, programs, guidelines, or practices, including adjustments that enable individuals to benefit from and take part in the provision of services and to perform to the best of their ability in the workplace or the educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code.

5.2 Barrier

An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

5.3 Bias

An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

5.4 Discrimination

5.4.1 Unjust or prejudicial treatment of individuals or groups on the basis 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, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.

5.4.2 Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.

5.4.3 Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.


5.5 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, age, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

5.6 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.

5.7 Inclusive Education



Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment where diversity is honoured and all individuals are respected.

5.8 Religious Accommodation

An obligation under the