



EQUITY AND INCLUSION

Legal References:	<i>Ontario Human Rights Code;</i> <i>Education Act;</i> <i>Canadian Charter of Rights and Freedoms.</i>
Related References:	<i>Policy/Program Memorandum No. 119;</i> <i>Ontario's Equity and Inclusive Education Strategy, 2008;</i> <i>Administrative Procedure 1200 – Student Bullying Prevention and Intervention;</i> <i>Administrative Procedure 1230 - Faith and Religious Accommodations;</i> <i>Administrative Procedure 1540 - Religious and Cultural Days of Significance in Schools;</i> <i>Administrative Procedure 1580 - Off-Campus - Categories I, II & III;</i> <i>Administrative Procedure 3340 - The Selection of Teaching Personnel for Positions of Added Responsibility: Principal and Vice Principal;</i> <i>Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment;</i> <i>Administrative Procedure 4860 - Pupil Accommodation Review;</i> <i>Board Policy 1010 - Accessibility for Ontarians With Disabilities;</i> <i>Board Policy 6000- Safe Schools;</i> <i>Board Policy 6001 – Code of Conduct;</i> <i>Board Policy 6008 – Student Discipline;</i> <i>Board Policy 6009 – Student Bullying Prevention and Intervention;</i> <i>Board Policy 6010 – Student Dress Code; and</i> <i>WRDSB - Equity and Indigenous Action Plan</i>
Effective Date:	<i>May 29, 2006</i>
Revisions:	<i>May 30, 2016, October 16, 2017</i>
Reviewed:	<i>May 30, 2016, April 8, 2019</i>

1. Preamble

- 1.1 The Waterloo Region District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations in accordance with the Ontario Human Rights Code (the Code), the Education Act, and the Canadian Charter of Rights and Freedoms. The Board and its staff are committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (the Strategy) and the Ontario Ministry of Education Policy/Program Memorandum No. 119. 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 serve the system.
- 1.2 The Board values the contribution of all members of our diverse community of students, staff, parents/guardians/caregivers, and community groups to our overall goal and key priorities. The Board supports the diversity of students, staff, and parents/guardians/caregivers who make up the school community.

- 1.3 The Board's policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities for students, staff and community partners. The Board will identify and remove systemic and attitudinal barriers and biases to learning and employment opportunities that have a discriminatory effect on any individual.

2. Areas of Focus

- 2.1 The Board will provide a safe, inclusive environment free from inequity, discrimination and harassment, by addressing the following eight major areas of focus:
- 2.1.1 **POLICIES, PROGRAMS, GUIDELINES AND PRACTICES**
Serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of the Board's operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.
 - 2.1.2 **SHARED AND COMMITTED LEADERSHIP**
Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the Ministry, Board and schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.
 - 2.1.3 **SCHOOL-COMMUNITY RELATIONSHIPS**
Establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.
 - 2.1.4 **INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES**
Implement an inclusive curriculum and review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize their learning potential.
 - 2.1.5 **FAITH AND RELIGIOUS ACCOMMODATION**
Acknowledge each individual's right to follow or not to follow religious beliefs and practices, which shall be free from discriminatory or harassing behaviour. Commit to taking all reasonable steps to provide faith and religious accommodations to staff and students.
 - 2.1.6 **SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT**
Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.
 - 2.1.7 **PROFESSIONAL LEARNING**
Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Code.
 - 2.1.8 **ACCOUNTABILITY AND TRANSPARENCY**
Assess and monitor Board progress in implementing the Strategy; to embed the principles into all Board policies, programs, guidelines, and practices; and to communicate these results to the community.