



MEMORANDUM

Date: April 3, 2024
File Code: M04

To:

System Planning Team
Elementary and Secondary Principals
Student Senate
Special Education Advisory Committee
Audit Committee
First Nation, Métis, and Inuit Education Advisory Committee
Parent Involvement Committee

Nancy Mapledoram-Councillor, ETFO
John Gibson, OSSTF & OSSTF-OT
Jackie Dupuis-Brandli, ETFO-ESP
Carla Lampi, ETFO-OT
Lori Caul, CUPE
School Council Chairs

From: Policy Committee
cc: Trustees
Subject: Stakeholder Input – Board Policy

On April 2, 2024, the Board approved the following policies for stakeholder consultation:

- *2.67 Equity and Inclusive Education*
- *1.07 The Role of the Board of Trustees*

Input received will be considered by the Policy Committee. The policies may be presented to the Board for approval at the Board Meeting of May 7, 2024. Upon approval, the policies will be posted to the website.

Please review the attached documents and submit written comments to the attention of the Chair of the Policy Committee **by Monday, April 29, 2024**.

Via Mail:

c/o Marni McDonald, Office of the Director
Rainy River District School Board
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Fort Frances, ON | P9A 1N4

Via Email:

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If submitting feedback by email, please indicate "Policy Review Input" in the subject line.

Via the Website:

[Policy Feedback Portal](#)

EQUITY AND INCLUSIVE EDUCATION

POLICY

The Rainy River District School Board will **create and maintain a learning and working environment where everyone can participate fully, thrive, and reach their full potential, free from trauma, bias, stereotyping, oppression and systemic racism.** ~~uphold the principles of respect for human rights and fundamental freedoms and will not tolerate discrimination or any expression thereof by members of its school communities.~~

~~The Rainy River District School Board will serve staff, students, and families in diverse communities by imbedding the principles of fairness, equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices.~~

RATIONALE

~~The Rainy River District School 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 service the system.~~

~~The Rainy River District School Board recognizes that groups in our communities face systemic and individual biases that may be related to~~ **Everyone has the right to learn and work in an environment free of discrimination and harassment. These principals include, but are not limited to, the following dimensions of diversity and their intersections:** race, colour, culture, ethnicity, linguistic origin, disability, socio-economic class, age, ancestry, nationality, place of origin, religion, ~~faith~~ **creed**, sex, ~~gender~~, gender identity, gender expression, sexual orientation, family status, and/or marital status.

~~The Rainy River District School Board strives to eliminate these biases within the school system, and is committed to fairness, equity, and inclusive education as essential principles of the system.~~

IMPLEMENTATION

As per *Procedure 2.68 Religious Accommodation*, *Procedure 4.68 Accommodation for Students Who Identify as Transgender*, ~~and~~ the Rainy River District School Board Equity Plan, and policy guidelines.

GUIDELINES

1.0 Board Policies, Programs, Guidelines, and Practices

1.1 The Board is committed to the principles of equity through inclusive and culturally responsive programming, services, and operations in accordance with the *Canadian Charter of Rights, and Freedoms*, the *Ontario Human Rights Code*, the *Education Act*, and Ministry of Education Policy and Program Memorandum 119.

2.0 Shared and Committed Leadership

- 2.1 The Board of Trustees, as well as system and school leaders, will demonstrate:
- a dedication to identifying and removing discriminatory biases and systemic barriers to learning and advancement, and
 - a commitment to equitable and inclusive principles and practices that empower student achievement and the well-being of students and staff.

3.0 School-Community Relationships

- 3.1 The Board will build and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are valued, respected, and reflected in our practice.

4.0 Inclusive Curriculum and Assessment Practices

- 4.1 The Board will implement *The Ontario Curriculum* in a culturally responsive and inclusive manner to support each student in maximizing their learning potential.
- 4.2 Resources, instruction, and assessment and evaluation practices will be reviewed to identify and raise awareness of any discriminatory biases.

5.0 Religious Accommodations

- 5.1 The Board recognizes and affirms every individual's right to follow or not to follow religious and/or creed beliefs and practices, free from discriminatory or harassing behaviour.
- 5.2 The Board will take all reasonable steps to provide religious accommodation to staff and students in accordance with Board procedure. 2.68 Religious Accommodations.

6.0 School Climate and the Prevention of Discrimination and Harassment

- 6.1 The Board is committed to the principle that every person within a school community is entitled to a respectful, culturally safe, and positive school climate and learning and working environment free from all forms of discrimination and harassment.

7.0 Professional Learning

- 7.1 Ongoing opportunities for professional learning for all staff and trustees that is focused on equity, inclusion, and human rights will be provided.
- 7.2 Professional learning opportunities will recognize the diversity and intersectionality of lived experience and address stigma, bias or discriminatory barriers that could impact the mental health and well-being of students and/or staff.

8.0 Accountability and Transparency

- 8.1 The Board is committed to assessing and monitoring our progress in the implementation of Ontario's Education Equity Action Plan (2017) and communicating these results to the

community.

9.0 Data Collection, Integration and Reporting

9.1 The Board supports the need for collecting and analysing voluntary student demographic data and perceptual data to address barriers to student success.

As mandated by the *Anti-Racism Act 2017*, the Board commits to student demographic data collection to identify and eliminate disproportionalities and disparities in student achievement and well-being (e.g. graduation, suspension and expulsions, program enrolment, attendance).

9.2 The Board recognizes that the collection and analysis of staff demographic data at all levels along with the identification and removal of systemic barriers is required for equitable recruitment, hiring, promotion and professional development strategies.

9.3 All data collection, research, surveys and censuses will be developed, collected and disseminated using an equity and inclusion lens to ensure participation and representation of individuals from all our communities.

~~1.1 Leadership, Governance and Human Resource Practices~~

~~The Board will ensure accountability throughout the system for equity, inclusion and human rights for all.~~

~~The Board will provide staff, students and other members of the school community with opportunities to develop the knowledge, skills, attitudes, and behavior needed to identify and eliminate discriminatory biases and systemic barriers.~~

~~1.2 School and Classroom Practices~~

~~Staff will continue to implement instruction and assessment practices and curriculum and resources that reflect the needs and realities of all students.~~

~~1.3 Data Collection, Integration and Reporting~~

~~The Board will collect and analyze data to close equity gaps and remove systemic barriers to enhance student success and access to all pathways. The Board will assess and monitor Board progress in implementing the Education Equity Action Plan and communicate these results to the community.~~

~~1.4 Organizational Culture~~

~~The Board will apply an equity perspective to policies, programs, and practices to ensure a culture that models diversity, equity, inclusion, and commitment to upholding and promoting human rights.~~

The Board values and welcomes the contributions of all community members in strengthening educational opportunities for all students.

DEFINITIONS

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 identity, gender expression, 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.

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, in which diversity is honored and all individuals are respected.

CROSS-REFERENCE	LEGAL/MINISTRY OF EDUCATION REFERENCE
<p>Policies:</p> <ul style="list-style-type: none"> ▪ 2.71 Opening Exercises ▪ 3.10 Recruitment and Selection ▪ 4.16 Safe Schools <p>Procedures:</p> <ul style="list-style-type: none"> ▪ 2.68 Religious Accommodation ▪ 4.31 Bullying Prevention and Intervention ▪ 4.68 Accommodations for Students Who Identify as Transgender ▪ 5.31 Selection and Disposal of Learning Resources ▪ 5.35 Exemption from Instruction in Human Development and Sexual Health ▪ 7.75 Workplace Harassment <p>Other:</p> <ul style="list-style-type: none"> ▪ RRDSB Equity Plan 	<ul style="list-style-type: none"> ▪ <i>The Ontario Human Rights Code</i> ▪ <i>Canadian Charter of Rights and Freedoms</i> ▪ <i>The Education Act</i> ▪ <i>Bill 13, Accepting Schools Act, 2012</i> ▪ <i>Anti-Racism Act, 2017</i> ▪ <i>Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation</i> ▪ <i>Ontario’s Education Equity Action Plan 2017</i> ▪ <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010</i> ▪ <i>PPM 108, Opening or Closing Exercises in Public Elementary and Secondary Schools</i> ▪ <i>PPM 119, Developing & Implementing Equity & Inclusive Education in Ontario Schools</i> ▪ <i>PPM 112, Education About Religion in the Public Elementary and Secondary Schools</i>

THE ROLE OF THE BOARD OF TRUSTEES

POLICY

The Board of Trustees will work diligently to fulfil all its governance responsibilities.

RATIONALE

Effective Board governance will result in Trustees having a clear understanding of roles and responsibilities.

IMPLEMENTATION

As per the *Education Act*, other applicable legislation, the Rainy River District School Board Procedural Bylaws, and Procedure 1.23 Student Trustee.

GUIDELINES

1.0 Board Members

1.1 The Board will consist of elected/appointed trustees, a First Nation Trustee, and ~~two~~ **three** Student Trustees.

1.2 The First Nation Trustee shall:

- be identified as being acceptable to a majority of the councils of the First Nation communities within the Board.
- be appointed by the Board to represent the interests of the First Nation students.
- Serve a term that coincides with that of the other trustees serving at the time of their appointment.

1.3 The Student Trustees shall:

- be elected or acclaimed to represent the interests of Rainy River District School Board ~~Students~~ **students, with one of the three student trustees representing the interests of Indigenous students:**
- receive an honorarium in accordance with Regulation 07/07 – Student Trustee.
- serve a term of office of two years in length, commencing at the start of a new school year, with the ~~roles~~ rotating among the secondary schools of the Board.
- work with other trustees, participating in meetings and committees of the Board.
- have a non-binding vote.

2.0 Chair and Vice Chair of the Board

2.1 The Chair of the Board is:

- an ex-officio member of ~~f~~ all Board standing committees.
- a member of the Executive Committee.
- a signing officer of the Board.

- the official spokesperson for the Board on matters which reflect the will of the Board through resolution, and in situations where a comment or response from the Board of Trustees is required.

The Chair of the Board shall:

- safeguard the integrity of the Board's processes
- represent the Board of Trustees to the broader community
- provide leadership and guidance to enhance the Board's ability to fulfill its obligation.
- ensure each trustee has a full and fair opportunity to be heard and understood.
- be informed by the Director of Education of significant developments within the Rainy River District School Board.
- ensure that the Board engages in regular self-review.

2.2 The Vice Chair of the Board is a member of the Executive Committee and officer of the corporation, and shall:

- fulfill the duties of the Chair when the Chair is temporarily absent or otherwise unable to perform the duties of office.
- preside at meetings of the Committee of the Whole in camera session
- fulfill duties and responsibilities as assigned by the Chair

3.0 Trustees

3.1 Trustees bring forward the voices of the communities to assist in providing an informed context for the decision making of the Board and/or the Director of Education

3.2 Trustees:

- are responsible for the mandate of the Board of Trustees.
- annually approve and regularly monitor the budget to ensure that the use of resources is aligned with the Strategic Plan.
- are accountable to the public for the collective decisions of the Board of Trustees.
- must stay informed about developments in education and endeavor to participate in professional development.
- must be familiar with Board policies, meeting agendas and reports to participate effectively.
- consider the implications of tentative collective agreements/terms of employment and ratify memoranda of agreements with all bargaining units and non-union groups.
- maintain open communication with parents/guardians and members of the school community to endorse a fair and consistent process for the handling of issues and concerns.

DEFINITIONS

To be an “*ex-officio*” member of a committee means one who is a member of a committee due to holding another office. The Chair of the Board shall be *ex-officio* a member of all committees with no vote and no effect on quorum.

The Board of Trustees (Board) is the governing body of the organization known as the Rainy River District School Board (RRDSB)

CROSS-REFERENCE	LEGAL/MINISTRY OF EDUCATION REFERENCE
<p>Policies:</p> <ul style="list-style-type: none"> ▪ 1.08 Trustee Code of Conduct ▪ 1.10 Multi-Year Strategic Planning ▪ 1.19 Audit Committee ▪ 1.20 First Nation, Métis, and Inuit Education Advisory Committee ▪ 1.40 Policy Development ▪ 1.41 Trustee Expenses ▪ 1.42 Board and Committee Members Attending Meetings Electronically ▪ 1.60 School Councils and Parent Involvement Committee ▪ 1.65 Advocacy ▪ 2.07 Responding to Concerns ▪ 4.16 Safe Schools ▪ 5.01 Special Education ▪ 8.09 Procurement ▪ 8.22 Expense Claims ▪ 8.45 Fraud Prevention and Management <p>Procedures:</p> <ul style="list-style-type: none"> ▪ 1.23 Student Trustee ▪ 4.22 Supervised Alternative Learning <p>Other:</p> <ul style="list-style-type: none"> ▪ RRDSB Procedural Bylaws 	<ul style="list-style-type: none"> ▪ <i>Education Act, Section 169.1(1-5), 218(1, 4), 219(1-7, 9), 220(3)</i> ▪ <i>Municipal Freedom of Information and Protection of Privacy Act</i> ▪ <i>Municipal Elections Act</i> ▪ <i>Ontario Regulation 7/07</i>