



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Board and Community

- Goals

Regulation: EQUITY, DIVERSITY, AND INCLUSION

– EDUCATIONAL PROGRAM,
EVALUATION, ASSESSMENT AND PLACEMENT

Regulation Code: B-3.2.4

Policy Code Reference: B-3.2

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This administrative regulation is written in accordance with the guiding principles in Board Policy B-3.2, Equity, Diversity and Inclusion.

1. Educational Program

The educational program consists of the total learning environment, including physical environments, learning materials, pedagogical practices, assessment instruments, co-curricular and extra-curricular activities.

Educational programming that strives for equitable outcomes with respect to student achievement provides a balance of diverse perspectives. The Kawartha Pine Ridge District School Board is committed to enabling all students to see themselves reflected in the curriculum.

The Board is committed to providing each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world by:

- 1.1 Ensuring that the principles and practices of equity permeate educational programming.
- 1.2 Examining and challenging exclusive educational programming in order to ensure inclusivity and the reflection of diverse perspectives, experiences, knowledge and needs.
- 1.3 Developing a process for determining whether discriminatory biases are present in existing learning materials, programs, educational structures, or practices, and for eliminating the effect of such biases.
- 1.4 Ensuring that materials and programs are regularly reviewed in order to eliminate stereotyping, discrimination, prejudice, and the promotion of hatred or violence against individuals and groups that have been the targets of hate/bias historically.
- 1.5 Providing resources and training that enable all staff to become agents of change, to use the educational program effectively in order to promote critical thinking, and to challenge discrimination and bias, in general, and racism, sexism, heterosexism and homophobia, transphobia, faithism, classism, ableism and ageism, in particular.

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- 1.6 Ensuring that classrooms, resource centres, school libraries, audio-visual collections, computer software and internet sites contain materials and resources that accurately reflect the diversity of humanity.
- 1.7 Developing guidelines to ensure that displays and visual representation in all schools and workplaces of the Kawartha Pine Ridge District School Board respect and include the contributions of diverse communities.
- 1.8 Supporting the integration of anti-discrimination and anti-oppression education and equity into all school programs and experiences.
- 1.9 Developing and providing academic and experiential learning programs and supports within all school programs and experiences in order to meet the needs of students from diverse communities in all curriculum areas. These include a wide range of early intervention programs that encourage students to have high expectations and to consider non-traditional roles and work. This would include:
 - 1.9.1 Ensuring that the contributions to Canadian and world history and historiography on the part of historically marginalized groups are accurately reflected in all aspects of the curriculum, and
 - 1.9.2 Ensuring that curriculum materials and learning resources are accessible and available to challenge hate groups and hate propaganda and that such materials are used with a view to advancing equity.
- 1.10 Training educators and support staff in equity education and other education methodologies to enable them to deliver inclusive educational programming that values diversity as well as creates understanding and respect for the diversity within various communities, resulting in safe learning environments and school communities.

2. Evaluation, Assessment and Placement

The Kawartha Pine Ridge District School Board is committed to evaluation, assessment, programming, and placement processes that are sensitive to all students' backgrounds and individual identities as well as their personal/family experiences by:

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- 2.1 Identifying, reviewing, and changing practices that lead to the disproportionate streaming of students into academic and experiential learning programs that narrow their choices and life opportunities or limit participation in their local community.
- 2.2 Ensuring that bias does not adversely impact on programming, placement, and academic decisions, and that students, with the support of their parent/guardians as appropriate, are able to consider and make informed programming, placement, and academic decisions.
- 2.3 Ensuring that evaluation, assessment, programming, and placement decisions meet individual student needs and offer them opportunities to reach their highest potential. This process must consider a broad cross-section of factors and their intersections including culture, creed, language, race, gender, sexual orientation, gender identity, socio-economic status, abilities/disabilities, personal/family experiences, previous education, students' future expectations, and students' rights to continuity, stability, and community belonging.
- 2.4 Re-evaluating annually, access to academic and experiential learning opportunities that are jointly considered by the student/parent/guardian and the school to ensure that placement decisions are consistent with Board policies, are flexible to meet diverse needs, and do not limit educational and life opportunities.

Established: October 23, 2008

Revised/Reviewed:

May 7, 2013

October 30, 2017

June 20, 2022