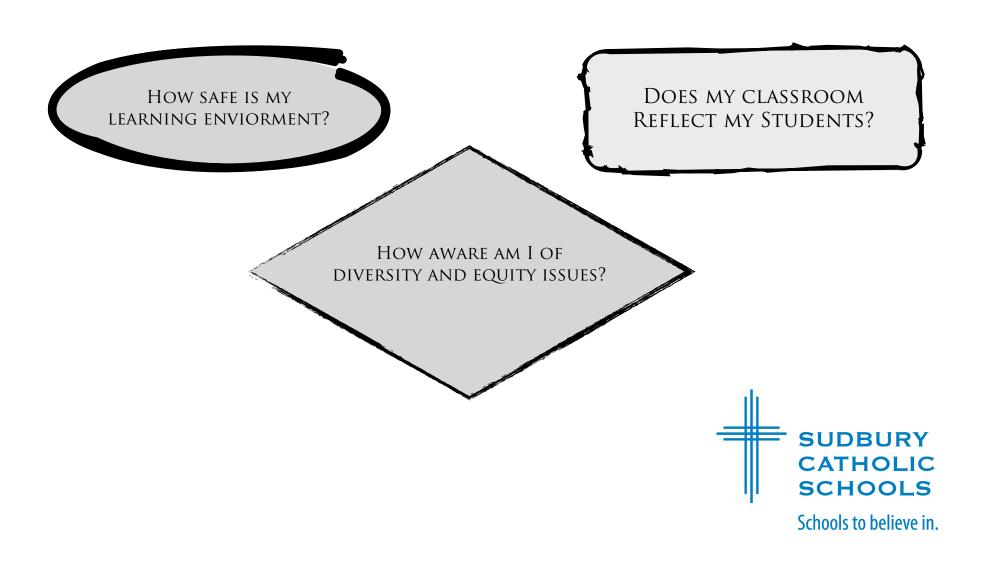
SUDBURY CATHOLIC DISTRICT SCHOOL BOARD: SAFE SCHOOLS AND EQUITY AND INCLUSIVE EDUCATION



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, language, physical and intellectual ability, race, religion, sexual orientation and socio-economic status.

Equity: A condition 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 principals of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity os honoured and all individuals are respected.

School Community Characteristics	 What is the diversity of special education needs that my students bring? 	
	 What is the diversity of family structures (i.e. single parent, two parent, same-sex couples, multigenerational, children in care)? 	
	What are the issues related to socio-economic status of my school community and specific students within it?	
Who are my students?	Which cultures are represented (i.e. First Nations, Métis, Inuit, Mennonite, Chinese, Middle Eastern, etc.)?	
	 Which languages spoken at home (i.e. French, Ojibwa, etc.)? 	
	What is the diversity of Faith groups (i.e. Christian, Muslim, Islam, Hinduism, Buddhism, Judaism, Agnostic)?	
	How might I welcome recent arrivals (i.e. new to country, new to board, new to school)?	
	 What are the implications of fees for school activities (i.e. pizza day, field trips, school sports)? 	
	Other unique considerations for my class, school or community?	

	Diversity characteristics to consider:	Comments, Questions, Ideas
Public Spaces (signage, office, foyers, hallways, washrooms, auditorium, cafeteria)	 Are students and visitors welcomed to the school in their language? In what ways does student artwork or other work samples reflect the diversity of the student population? Is there a comfortable place to sit? Is the wait area respectful of privacy? How formal is the furniture arrangement? 	
Classrooms (what you see, what you hear, what you feel?)	 In what way(s) does this classroom reflect the students in it? In what way(s) does this classroom reflect the community the students live in? In what way(s) does this classroom reflect the world this community is a part of? 	
Classroom resources	 What do the classroom resources reflect in terms of the diversity in the make-up of your classroom? Are classroom resources sensitive to all students' experiences or needs? 	
Purposeful classroom talk and instructional strategies	 In what way(s) has the makeup of the class been considered in lesson planning? Have students been involved in selecting topics/resources to study? Is every student in your class' opinion valued and heard? 	

	Diversity characteristics to consider:	Comments, Questions, Ideas
Students with special education needs	What am I doing to ensure that the special education needs of my students are being identified and addressed in a timely manner (i.e. ELL and special ed needs; mental health and learning; communication and behaviour)?	
Co-curricular Activities	 Do clubs and school teams reflect the interests and cultures of the school population? How are activities accessible and equitable for all students? 	
Parent and community involvement	 In what way(s) are parents and other community welcomed into the school? Is key information from the school available in the main language(s) found in the school population? Do I know how to arrange for an interpreter? How often and about what do I communicate with parents (i.e. pizza money, permission forms, discipline issues, academic progress)? 	

"... All one in Christ Jesus." - Galatians 3.28