

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Regulation: Equity and Inclusive Education

Reference No: R-AD-38

The Greater Essex County District School Board (GECDSB) believes that equity of opportunity and equity of access to programs, services, and resources are critical to the achievement of successful outcomes for all. The Board is committed to implementing action programs which will allow students and staff to realize their full potential.

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transfer, and promotion of employees. Further, the Board shall encourage a workforce which reflects, is capable of understanding, and responds to the varied experiences of its diverse communities.

The Board:

- 1.6 Will, wherever possible, recruit, interview, select, train, and promote practices and procedures that are bias-free and support equitable representations of diversity at all levels of the school system. The Board is committed to instituting equitable opportunities for advancement for all employees, where their skills and knowledge are valued and used appropriately; and that they have equitable access to available supports for their professional development needs.
- 1.7 Is committed to advertising vacancies widely, internally within the organization, as well as

The Board:

- 2.1 Will identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices, and resources.
- 2.2 Will provide education and training for Trustees, Administrators, Teachers, Staff, and Students in implementing Equity and Inclusive Education and leadership initiatives that reflect comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- 2.3 Will identify expected outcomes for those who are responsible for the implementation of the Equity and Inclusive Education Policy, and incorporate these outcomes into the performance-appraisal process, including the on-going evaluation of staff at all levels of the organization, annual plans, and year-end reports.
- 2.4 Is committed to providing the resources needed to support the work of students, staff, and the community in promoting equity and inclusion in the school system and will strive to include members of communities that are underserved and /or marginalized in this shared leadership.
- 2.5 Will consider selection criteria for leadership positions that demonstrate commitment, knowledge, and skills related to Equity and Inclusive Education implementation, cognizant of The Code and in accordance with the Ministry of Education's Ontario Leadership Strategy.
- 2.6 Is committed to promoting a spirit of collaborative leadership and active engagement with students, parents/guardians, staff, and community partners who share a commitment to Equity and Inclusive Education practices.
- 2.7 Is committed to encouraging and acknowledging the important role that student leaders play in influencing their peers and the school culture.

Schools will:

- 2.8 Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement Equity and Inclusive Education goals.
- 2.9 Promote equity-minded student leadership related to issues of social justice.
- 2.10 Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

3. School Community Relationships

The Board is committed to providing opportunities for members of the diverse communities it serves to participate in the development, implementation, and monitoring of policies, practices, and programs to help ensure that community aspirations, perspectives, and needs are included and addressed. This participation will help foster the development of effective school community partnerships where understanding, mutual awareness, appreciation, and equity prevail.

The Board:

- 3.1 Will identify appropriate diverse community groups within its jurisdiction and encourage them to become involved in Board activities by reviewing and/or deepening existing

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community partnerships to ensure that they reflect the principles of Equity and Inclusive Education.

- 3.2 Is committed to developing partnership activities specifically designed to build capacity both within the Board itself and the various communities it serves to help ensure that all perspectives are represented and involved in meaningful ways. Existing community outreach efforts will be expanded to foster new partnerships that engage a cross-section of diverse students, parents/guardians, staff, community members, and various community organizations, including business groups to foster and support an inclusive environment.
- 3.3 Is committed to recognizing and respecting the knowledge, experiences, perspectives, values, and achievements of Canada's diverse peoples.
- 3.4 Will establish mechanisms to evaluate and measure its progress toward achieving effective school-community partnerships such as school climate surveys, to determine stakeholders' views on school environments and act upon relevant next steps.

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- 4.25 Provide access and use of assistive technologies for students who require accommodations, in accordance with SEA (Special Equipment Amounts) guidelines, to support achievement and success.
- 4.26 Engage students as active participants in their learning (e.g., students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; and research based practices in assessment and evaluation).

5. Religious Accommodation

Religious accommodation provisions help promote a learning environment that is safe and respectful for all. The GECDSB acknowledges each individual's right to follow or not to follow

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address discrimination by using a range of tools, including an equity lens, reflection tools, and Code principles to examine their policies, procedures and practices.

The Board shall condemn and refuse to tolerate all manifestations of discrimination and harassment and will take an active role in the elimination of these manifestations. Board mechanisms work towards the eradication of discrimination and harassment by ensuring that all members of the school community are aware of a timely and measured response to claims of discrimination of any kind.

The Board:

- 6.1 Will develop, implement, and monitor policy guidelines and a clearly delineated process for preventing, reporting, and responding to harassment and discrimination involving staff, students and other individuals in the school community as required in PPM 145 (2009) "Progressive Discipline and Promoting Positive Student Behaviour".
- 6.2 Is committed to fostering a culture where both students and staff are able to learn and work in an environment free from discrimination and harassment; where effective procedures are made available for resolving concerns and complaints that may arise from their experience of perceived unfair or inequitable treatment within the school system.
- 6.3 Will convey to all members of the educational community its commitment to fostering a working and learning environment which active6 (ed i)2.6 (n)10. oromot; w sttce cohic2 (c)8.9g6.6 (y)8.8

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- 7.13 Undertake initiatives which promote a welcoming and respectful school environment and provide timely and specific feedback that will further school-wide equitable practices.

8. Accountability and Transparency

The Board is committed to assessing and monitoring its progress in implementing an Equity and Inclusive Education policy; to embedding the principles into all other Board policies, programs, guidelines, and practices; and to communicating these results to the community.

The Board:

- 8.1 Is committed to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines, and practices.
- 8.2 Will actively communicate the Equity and Inclusive Education policy to students, teachers, parents/guardians, staff, school councils, community partners, and volunteers and post it on the Board's website. In the spirit of continuous improvement, the Board will seek and use feedback to improve the Equity and Inclusive Education policy.
- 8.3 Will reinforce school improvement planning involving collaboration with various stakeholders in recognition of the collective responsibility to foster student achievement and success.
- 8.4 Is committed to using comprehensive, valid, and reliable data to identify the root causes of barriers to student achievement to raise awareness of all of the different grounds of discrimination that exist and find ways to address and remove the identified barriers.
- 8.5 Will assess and monitor its progress in reviewing its policies, programs, guidelines, and practices and in implementing the Equity and Inclusive Education Policy.
- 8.6 Is committed to incorporating an Equity and Inclusive Education focus in developing school improvement plans and Board Multi-Year plans.
- 8.7 Is committed to reporting progress as it relates to the implementation of its Equity and Inclusive Education Policy.

Schools will:

- 8.8 Report student achievement data annually to the Board and intervene at all levels to ensure the achievement and success of all students.
- 8.9 Develop and communicate evidence based school improvement plans that are aligned with the Equity and Inclusive Education Policy.
- 8.10 Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's Equity and Inclusive Education plans and procedures.