

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 and socio-emotional development and well-being and successful outcomes for all. The Board is committed to implementing action programs and supports which will allow students and staff to realize their full potential.

Equity and inclusive education is founded on the Seven Guiding Principles, Equity and Inclusive Education:

- Is a foundation of excellence.
- Meets individual needs.
- Identifies and eliminates barriers.
- Promotes a sense of belonging.
- Involves the broad community.
- Builds on and enhances previous and existing initiatives.
- Is demonstrated throughout the system.

Key to achieving this commitment is the ongoing collection, analysis and reporting of data from multiple sources to align resources that support schools; identify and eliminate systemic barriers to student success; create more equitable and inclusive school environments; and improve student achievement, socio-emotional development, and well-being.

Inclusive education is based on the principles of acceptance and inclusion of all students. Students need to see themselves reflected in their curriculum, their physical surroundings and the broader environment in which diversity is honoured and all the individuals are respected. (*Realizing the*
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Implementing Equity and Inclusive Education Policies in Ontario Schools
Equity and Inclusive

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- 1.17 Participating in the implementation of initiatives to support and promote equity and inclusive policies and practices.
- 1.18 Examining and taking steps to modify behaviours that are inconsistent with equity and inclusion principles.

Board employees are responsible for supporting the effective implementation of the equity and inclusive education policy by:

- 1.19 Knowing and understanding the seven guiding principles of the Equity and Inclusive Education Strategy.
- 1.20 Understanding, identifying, and addressing discriminatory conduct in accordance with Board policies, regulations, procedures and directives.
- 1.21 Using inclusive and respectful language and approaches in all interactions.
- 1.22 Communicating and working effectively with everyone.
- 1.23 Demonstrating a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways.
- 1.24 Working to implement materials and activities that are accessible, culturally responsive and that will represent the diversity, values, backgrounds, and experiences of all.
- 1.25 Being aware of and implementing Guide for Recognizing and Respecting, Faith,
- 1.26 Modeling the equity and inclusive values and vision of the school, department, and Board.
- 1.27 Understanding that equity and inclusion principles apply to everyone.
- 1.28 Assuming responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusion principles.

Students are responsible for supporting the effective implementation of the Equity and Inclusive Education Policy by:

- 1.29 Using inclusive and respectful language and approaches in all interactions.
- 1.30 Communicating and working effectively with everyone.
- 1.31 Modeling the equity and inclusion values and vision of the school.
- 1.32 Understanding that equity and inclusion principles apply to everyone.
- 1.33 Examining and taking steps to modify behaviours that are inconsistent with equity and inclusion principles.

Parents/guardians are responsible for supporting the effective implementation of the equity and inclusive education policy by:

- 1.34 Using inclusive and respectful language and approaches in all interactions at school and with the Board.
- 1.35 Communicating respectfully with members of the school and Board community.
- 1.36 Understanding that equity and inclusion principles apply to everyone.
- 1.37 Reporting incidents of discriminatory conduct, including harassment and discrimination that are witnessed or experienced to the school Principal.

2. Shared and Committed Leadership

The principle of shared and committed leadership recognizes that all partners in education including community partners and families are responsible for preparing students to live successfully with agency and dignity in a diverse society. The Board will work with all educational partners to provide leadership that is responsive to the diverse na

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Staff shall:

- 4.9 Use a variety of assessment strategies and tools to inform short and long-range planning that is free from biases and barriers to improve student learning and achievement.
- 4.10 Use an equity and inclusion lens to differentiate classroom practices through content, processes, products, students.
- 4.11 I

5.4. Address requests for

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The Board shall condemn and refuse to tolerate all manifestations of discrimination and harassment and will take an active role in the prevention of these manifestations. Board mechanisms work towards the prevention of discrimination and harassment.

The Director of Education shall:

- 6.1 Support the expectation that all staff are responsible for the development of positive school and workplace climates, free from discrimination and harassment, where all members of the community feel safe, welcomed, and accepted.
- 6.2 Allocate staff, including a third party, where applicable, and resources to develop, identify and outline a process to review and report any claims of discrimination and/or harassment that limit engagement by staff students, parents/guardians and community members as outlined in the
- 6.3 Establish accountability and monitoring processes to ensure continuous implementation of positive climates for learning and working environments.

Superintendents of Education shall:

- 6.4 Work with appropriate staff to implement practice and strategies to ensure positive school and workplace climates, free from discrimination and harassment, where all members of the community feel safe, welcomed, and accepted.
- 6.5 Support data collection related to positive school and workplace climates using surveys and other positive p550

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Teachers shall:

6.15 Support initiatives that foster dialogue that create understanding and respect for diversity, which

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Superintendents of Education shall:

- 8.5 Ensure the inclusion, implementation and monitoring of equity and inclusion goals and planning processes.
- 8.6 Ensure that incidents of harassment or discrimination are addressed in a timely and appropriate manner, and in accordance with Board policies and procedures.

Principals, Managers and Supervisor shall:

- 8.7 Develop and implement strategies to engage students, parents, and broader school community to support and promote equity and inclusion practices.
- 8.8 Develop and implement communication strategies to ensure all parents/guardians are informed a way parent/guardians understand.
- 8.9 Establish processes to monitor and review the effectiveness of equity and inclusion goals and strategies identified in school and department plans.

Teachers shall:

- 8.11 Implement classroom strategies related to equity and inclusion that are aligned with the achievement plan.
- 8.12 Be committed to implementing communication strategies with parents/guardians are accessible, meaningful and in a manner that parents/guardians understand.
- 8.13 Develop strategies to support that all students experience personal growth and reach their full potential in academic paths.

Staff shall:

- 8.14 A Inclusion policy and procedures.
- 8.15 Address all incidents of discrimination and harassment in a safe, timely and appropriate manner.
- 8.16 Engage in equity education training required for their role as well as specific learning to uphold the protections enshrined in the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, 2005 and the Ontario Human Rights Commission Act, 1990.

