



## **ADMINISTRATIVE GUIDELINE**

### **Title: Equity and Inclusive Education**

**Effective Date: September 2010      Responsibility: Superintendent of Schools and Program**

### **PURPOSE**

The Near North District School Board believes that all students can learn. Our role is to enable each and every student to learn effectively, to reduce achievement gaps and to



## **AREAS OF FOCUS:**

Eight areas of focus for implementing equity and inclusive education are identified in this guideline and PPM 119.

Each focus area outline in this guideline contains:

- a preamble and a mission statement which will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.
- Actions that the Board and its schools will take to ensure an equitable and inclusive educational environment

The eight areas of focus are:

- Board policies, programs, guidelines and practices
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- 1.4. Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.
- 1.5. Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- 1.6. Ensure persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
- 1.7. Provide training for school leaders and hiring managers to facilitate equitable recruitment and hiring practices to reflect Ontario's diverse society
- 1.8. Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- 1.9. Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action, consistent with the principles of the *Code*.

**Our Schools will:**

- 1.10. Review existing school policies, for example, codes of conduct and discipline procedures, to determine that they include the principles of equity and inclusive education.
- 1.11. Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- 1.12. Implement Board equity and inclusive education policies, programs and school improvement plans that are consistent with the *Code* and reflect the needs of their diverse students and school communities.

## **2.0 SHARED AND COMMITTED LEADERSHIP**

**The Board will:**

establish and maintain partnerships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.

**The Board will:**

Develop a system plan to build and sustain staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.

- 1.13. Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- 1.14. Provide ongoing education and training for students, administrators, teachers (including guidance counsellors), support staff and trustees in implementing equity and inclusive education and leadership initiatives.
- 1.15. Establish selection criteria for leadership positions that include demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and cognizant of *Code* compliance.

- 1.16. Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- 1.17. Strive to include members of communities that are underserved and /or marginalized in shared leadership.

**Our Schools will:**

- 1.18. Establish a collaborative culture where the



learning styles found in students. Provide for consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Le

- 1.37. Revise /Implement their religious accommodation practices to align with the Board's religious accommodation guideline.

## **6.0 SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT**

Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

### **The Board will:**

- 1.38. Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have Board-level representation and access to Board initiatives;
- 1.39. Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely and effective manner as required in P/PM 145- 2009

have confidence that they will receive a timely and appropriate response in accordance with the requirements of the *Education Act*.

## **7.0 PROFESSIONAL LEARNING**

Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

### **The Board will:**

- 1.48. Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- 1.49. Allocate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives:
- 1.50. Provide antiracism and antidiscrimination training to students, administrators, teachers, support staff, and trustees.
- 1.50.1 Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.

### **Our Schools will:**

- 1.51. Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- 1.52. Promote collaboration among staff to select and implement best practices in equity and inclusive education.
- 1.53. Build staff capacity through ongoing professional learning that is based on needs determined through results-oriented and evidence-based research.
- 1.54.

**Action Items:****The Board will:**

- 1.56. Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- 1.57. Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website. Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.
- 1.58. Engage Board and school teams in school improvement planning with particular emphasis on identifying and removing barriers to student achievement.
- 1.59. Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- 1.60. Report on the progress of implementation of The Strategy and its impact on student achievement using specific criteria to the Ministry of Education upon request and the local community.
- 1.61. Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

**Our Schools will:**

- 1.62. Electronically report student achievement data annually to the Board and intervene at all levels to ensure the achievement and success of all students.
- 1.63. Develop and communicate evidence based school improvement plans that are aligned with *The Equity and inclusive Education Strategy*.
- 1.64. Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.