

Belief Statements from all our Partners

From Community Partners

- ✓ I see the school environment as welcoming and reflective of the diversity of our student body and the larger community.
- ✓ I see the diversity of parents/ community members valued in our school. We see them as partners in education.

From Students

- ✓ We are proud of who we are and who we are becoming.
- ✓ I am encouraged to use my home language at school.
- ✓ There's no limit to what I can do. Learning happens in all kinds of ways.

From Support Staff

- ✓ I serve every student, parent, staff and visitor in a polite and welcoming manner.
- ✓ I am a valued member of my school community.
- ✓ My work environment is welcoming and inclusive.

From Teachers

- ✓ We hold high expectations for all students.
- ✓ I work to ensure that our school and classrooms are inviting and free of barriers.
- ✓ I address inequitable treatment of others and bias in myself, students and colleagues.

From Administrators

- ✓ My school's/workplace's policies and practices align with the boards Equity and Inclusive Education Policy (P #261.0).
- ✓ I ensure that all resources (human, financial etc.) are reflective of the needs of a diverse student body and parent community.
- ✓ I provide an opportunity for the voices of all stakeholders to be represented and validated in the decision making at our school.

For the complete resource package, statements, indicators, and strategies, please go to:

<https://bww.yrdsb.ca/services/cis/positiveclimates/Pages/Equity.aspx>

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Ministry Definitions

Equity and Inclusive Education, 2009
Ministry of Education

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

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, sex, sexual orientation, and socio-economic status.

Inclusive Education

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Web Link

www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Engaged in Equity Scan

The Engaged in Equity Scan is a resource tool designed to enable students, school staff, support staff, administrators, and the community to review a school (workplace) for equitable and inclusive practices. The Scan supports School Improvement Planning and is designed to be a working document. Schools/Workplaces can revise the scan to reflect their specific context as they work to ensure that learning and workplace environments uphold the 'Seven Guiding Principles' of the Equity and Inclusive Education Strategy.

Engaged in Equity Posters

The collection of posters depicts YRDSB staff, students and families at work, '**Engaged in Equity**'. The posters are designed to provide a visual for a particular statement, indicator or strategy from the Equity Scan. We encourage schools and workplaces to place the posters in prominent places in their school/worksites. We also invite school teams to engage in dialogue around the images and what the statement, indicator or strategy may mean and/or look like in their particular school/workplace context.

What does inclusivity mean to me?

"For me, diversity is the starting point. It is essentially the recognition and celebration of the richness that comes from the many differences among us. Equity goes beyond celebration to the understanding of what we must do to ensure that each of us, regardless of our background or our circumstances, is provided the opportunity for success as learners, workers and citizens. And finally, inclusivity, the ultimate goal in our schools and in society, incorporates and builds upon diversity and equity. Inclusivity, to me, has a great deal to do with how each of us feels. We not only feel valued and equal as individuals but also together, as a collective in the class, school and community which is made up of each one of us. When each one of us feels included, it creates a sense of belonging, safety and happiness. Inclusion fosters well-being."

Ken Thurston, Director of Education

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Input was incorporated from elementary and secondary CUPE members, support workers, caretakers, administrators, teachers, subject heads and leads, curriculum staff, board staff, support staff, community members and our students.



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***We're proud of who we are
and who we're becoming!***



ENGAGED IN EQUITY