

**CODE**

Council of Ontario Directors of Education

# EQUITY AND INCLUSIVE EDUCATION: GOING DEEPER

A TOOL TO SUPPORT ONTARIO SCHOOL  
BOARDS IN THE IMPLEMENTATION OF  
EQUITABLE AND INCLUSIVE EDUCATION

Working Document

A PROJECT OF  
THE COUNCIL OF ONTARIO DIRECTORS OF EDUCATION

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# Background

The Ontario Ministry of Education has provided Ontario school boards with the following documents to support equity and inclusive education:

- The *Education Act* (1990, c. 8, s. 29.1) requires school boards to develop and implement an Equity and Inclusive Education policy.
- *Ontario's Equity and Inclusive Education Strategy* (2009) sets out a vision for an equitable and inclusive school system in which all students, parents, and members of the school community are welcomed and respected; and every student is supported and inspired to succeed in a culture of high expectations for learning.
- *Realizing the Promise of Diversity: Guidelines for Policy Development and Implementation* (2009) provides directions to schools boards for the development and implementation of their policy on equity and inclusive education, and for religious accommodation (Appendix A).
- *Policy/Procedures Memorandum (PPM) 119* (2009, revised 2013) provides specific direction to school boards on the review, development, implementation, and monitoring of equity and inclusive education policies to support student achievement and well-being.
- *The Comprehensive Action Plan for Accepting Schools* (2013) includes amendments to the Education Act that require all school boards to develop and implement an Equity and Inclusive Education policy, and to provide safe, inclusive, and accepting learning environments for all students.
- *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) builds on the provincial education priorities to identify four renewed goals: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

To support an aligned and integrated approach to implementation, the principles of equity and inclusive education are also being embedded across Ministry of Education initiatives (e.g., student achievement, curriculum and assessment, safe schools, healthy schools, special education, mental health, leadership development, teaching policy and standards, Aboriginal education, and French-language education initiatives).





























**Inclusive Education:** Education that is based on the principles of acceptance and inclusion of, and respect for, students of all social and cultural backgrounds, social identities, or personal life circumstances. Through inclusive education, students see themselves reflected in their total learning environment in positive empowering ways. Each student is given fair and equal consideration in the school’s priorities and plans, and has equal opportunity to participate in all school activities, and to contribute to the learning environment.

**School Effectiveness Framework:** A support mechanism for school improvement and student success which identifies evidence-based indicators of successful practice in a number of components of effective schools. The indicators, with samples of evidence, assist educators in building coherence and aligning practices across an entire school. Key components of the K-12 School Effectiveness Framework are: assessment of and for learning; school and classroom leadership; student engagement; curriculum, teaching and learning; pathways, planning and programming; and home, school and community partnerships.

**School Improvement Planning:** School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, creating a positive environment for learning, and increasing the degree to which parents are involved in their children’s learning at school and in the home. A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement.

**System Leaders:** Staff who have responsibility for supervision and management of departmental functions, schools and families of schools. These include supervisory officers, central department supervisors, managers and co-ordinators, and school administrators.









OUTCOME	PLANNING	EFFECTIVE PRACTICE	INTEGRATION
<p>4. Discriminatory biases and systemic barriers to recruitment, hiring, talent development, career mentoring, promotion, retention, and succession planning are identified and removed (AOF1). <i>(Continued)</i></p>			<p>The observed impact of professional learning on equitable practices and on workforce diversity is used to assist in making modifications to future professional learning programs.</p>

EIE AREA OF FOCUS 2: **Shared and Committed Leadership**

OUTCOME	PLANNING	EFFECTIVE PRACTICE	INTEGRATION
<p>5. The board supports senior leadership in the implementation and oversight of the Equity and Inclusive Education Policy (AOF2).</p>	<p>Trustees and senior system leaders are updated on requirements for policy development and implementation of equity and inclusive education.</p>	<p>Trustees and senior system leaders participate in professional learning opportunities on equity and inclusive education practices.</p>	<p>School and system leaders have the achievement and well-being of all students at the core of their decision making.</p> <p>The board receives progress reports on implementation of EIEP.</p> <p>The board makes decisions which support implementation of the EIEP.</p> <p>Trustees connect boardroom deliberations and decisions to the board's policy commitment to equitable and inclusive schools.</p>





OUTCOME	PLANNING	EFFECTIVE PRACTICE	INTEGRATION
<p>7. Discriminatory biases and systemic barriers are identified and removed in all instruction and support services to students (AOF2).</p>	<p>Strategies are developed at the classroom, school and department levels, and take into account the perspectives and experiences of students, staff and community.</p>	<p>Plans are implemented at the classroom, school and department levels to identify and remove discrimination and systemic barriers.</p>	<p>System leaders guide, monitor and assess actions taken to remove discrimination and systemic barriers in all instruction and support services to students.</p> <p>Actions taken to remove discrimination and systemic barriers are shared among staff in schools and departments.</p> <p>School and system leaders actively work to prevent new discriminatory biases and systemic learning from developing in all instruction and support services to students.</p>





























