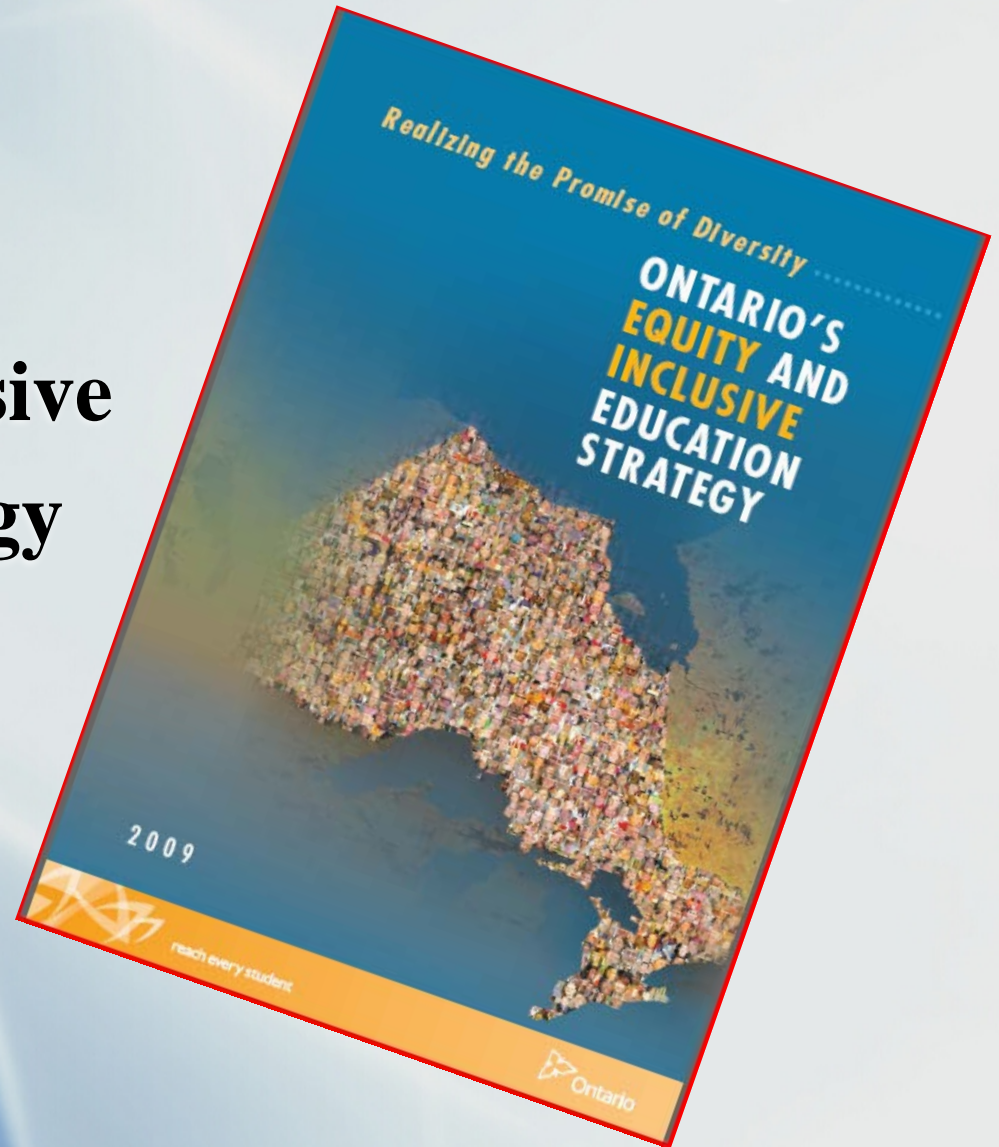


# Realizing the Promise of Diversity

## Ontario's Equity and Inclusive Education Strategy

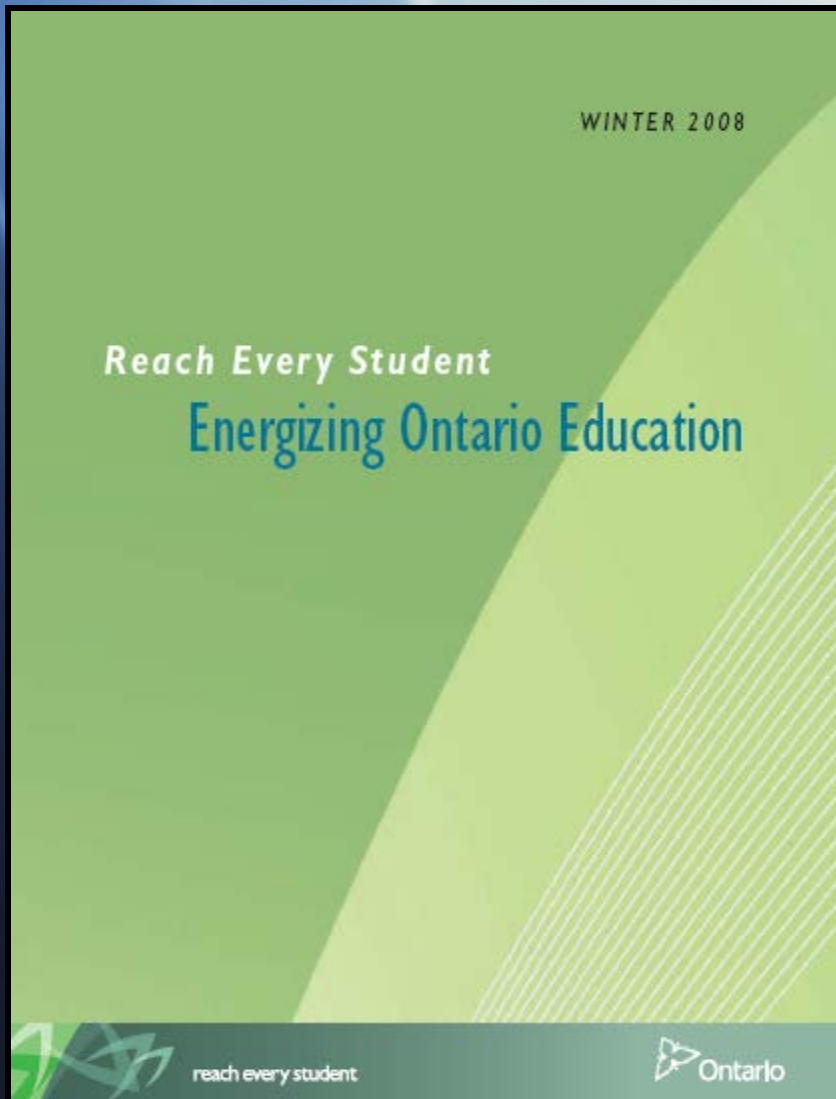
(2009)



# Equity and Inclusion



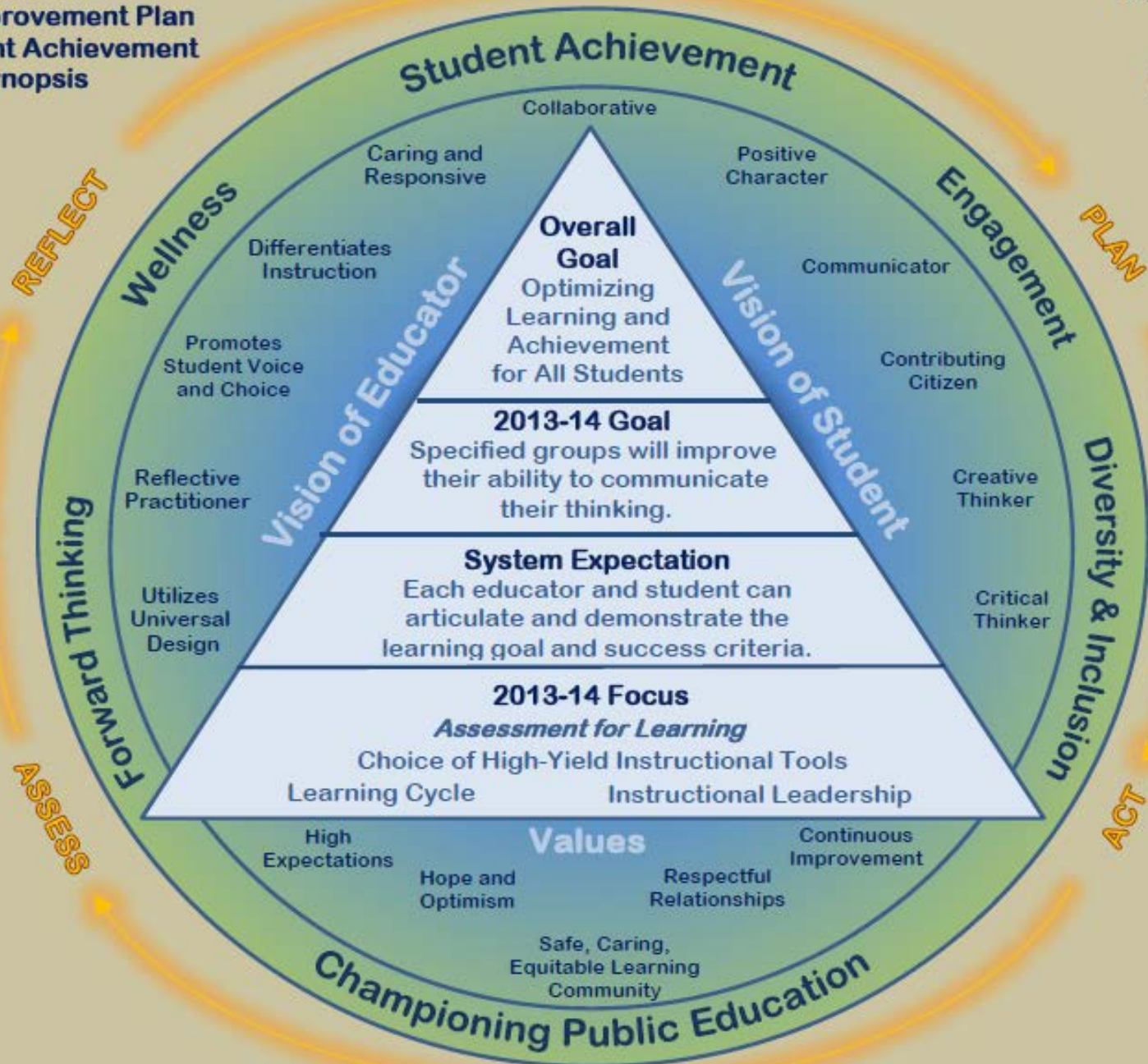
# What does the Ministry have to say?



## ***REACH EVERY STUDENT: ENERGIZING ONTARIO EDUCATION***

Three Core Priorities:

1. High levels of student achievement
2. Reduced gaps in student achievement
3. Increased public confidence in publicly funded education



# Equity of Outcomes



# 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
  - Marital Status
  - Ethnic Origin
  - Race
  - Sexual orientation
  - Place of Origin
  - Disability
  - Age
  - Gender
  - Public Assistance
  - Religion (Creed)
  - Family Status
  - Colour
  - Citizenship
  - Record of Offences

# What is Equity?

- A condition of fair, inclusive, and respectful treatment of all people
- It is important to note that equity does not mean treating people the same, without regard for individual differences

# Inclusive Education

- Must be based on the principles of acceptance and inclusion of all students
- It is reflected in curriculum, physical surroundings, and the broader environment



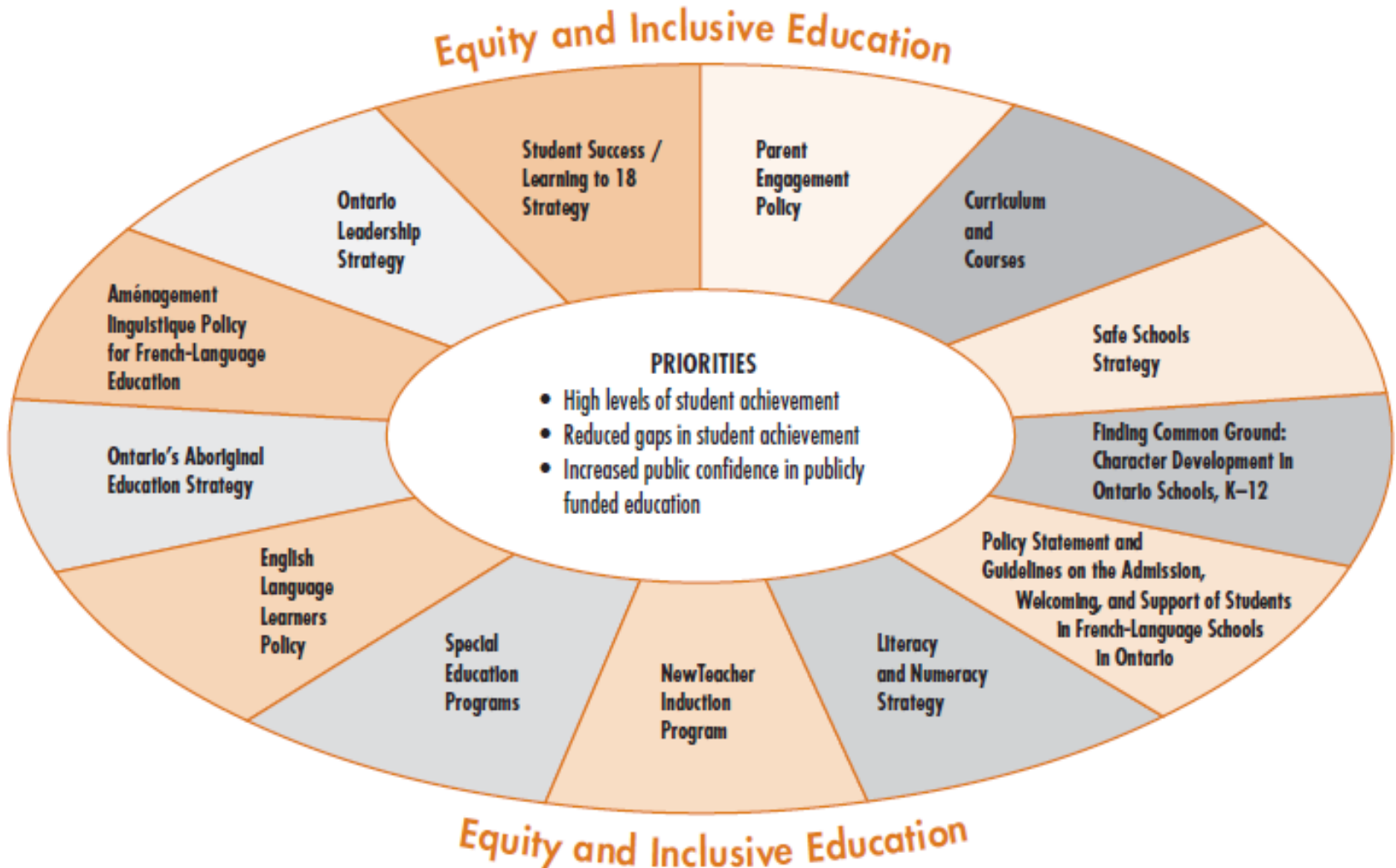
# **Eight Areas of Focus**

---

1. Board policies, programs, guidelines, and practices
2. Shared and committed leadership
3. School – community relationships
4. Inclusive curriculum and assessment practices
5. Religious accommodation
6. School climate and the prevention of discrimination and harassment
7. Professional learning
8. Accountability and transparency

# Ontario's Equity and Inclusive Education Strategy

## Key Connections to Ministry Programs and Initiatives



# What Is A Community?



# Leading an Inclusive Community

- Requires us to continually build a values paradigm for our schools and our stakeholders in which everyone make a contribution
- In so doing, each claims ownership and responsibility



## Vision

We envision a publicly-funded education system in Ontario that ensures every student is respected, supported, accepted and inspired to succeed in a culture of high expectations for learning.

The equity strategy is essential in fulfilling the Ministry's commitment to the following three key goals:

1. High levels of student achievement
2. Reduced gaps in student achievement
3. Increased levels of public confidence in public education



## Guiding Principles

- The system will be inclusive, proactive and effective
- There is a moral imperative to provide equity of outcome for all students regardless of their backgrounds
- There must be a systemic approach that is embedded in policies, programs and practices
- Equity is not the same as treating people the same
- Identifying and eliminating barriers are essential to student success



## Guiding Principles

- Equity must ensure measurable outcomes for students
- Effective and meaningful school and community partnerships are essential
- Excellence and equity go hand in hand
- The Ministry of Education will model equity and excellence in its internal processes and practices



## **Rationale for a Focus on Equity**

- The Moral Imperative
- The Economic Imperative
- The Demographic Imperative
- The Social Justice Imperative
- The Community Health Imperative
- The Human Rights Imperative





## **The Human Rights Imperative**

### **The Human Rights Code: Prohibitive Grounds**

Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap.



## Outcomes and Accountability

Measurable and specific outcomes and clear lines of responsibility/accountability will ensure effective implementation of the Equity Strategy in order to:

- Determine status
- Consider what more needs to be done
- Learn what other supports are needed by boards and schools
- Share successful practices
- Inform all stakeholder groups of progress



## Equity of Outcome

### Key Beliefs:

- Success for all regardless of personal circumstances
- No limitations based on factors such as race, gender, SES, etc
- Does not truncate life chances or future possibilities
- Barriers are removed
- Schools assume responsibility for creating conditions to ensure success
- A basic premise of equity is fairness
- There is a moral imperative to educate all children successfully
- An equitable system empowers all children to achieve
- Variations in learning are not attributed to background factors



## **Equity of Outcome**

**To achieve equity of outcome, educators must:**

- Believe that all children can learn given proper supports
- Assume that ability exists in all groups, across demographic lines
- Stress high expectations for achievement
- Hold students to rigorous performance standards
- Reject negative stereotypes about student's potential and ability
- Provide challenging and relevant curriculum for all
- Meet individual needs through customization and personalization
- Differentiate instruction



## **Equity of Outcome**

**To achieve equity of outcome, educators must:**

- Accommodate diverse learning styles
- Ensure access and inclusion
- Connect students to real life experiences
- Capitalize on diversity
- Create positive classroom environment based on respect and empathy
- Consider teacher/student relationships as important
- Use a variety of strategies to close the achievement gap
- Involve parents in meaningful ways



## The Equitable School

A few characteristics of an equitable school:

- Curriculum materials are reviewed consistently for bias related to gender, race, SES, and other grounds
- Materials, including history and literature books, are selected for inclusiveness
- The curriculum is user-friendly and does not exclude or alienate the student
- The staff is able to recognize and deal with prejudice in self and in students



## **The Equitable School**

- Achievement data are disaggregated by race, gender, SES, etc.
- Students see themselves and their cultural backgrounds reflected in the curriculum
- High expectations for achievement are communicated to students, staff and community
- There is an immediate response to racism, sexism, homophobia, etc.
- Discipline is applied consistently and fairly

**BREAK**  
**(10 minutes)**



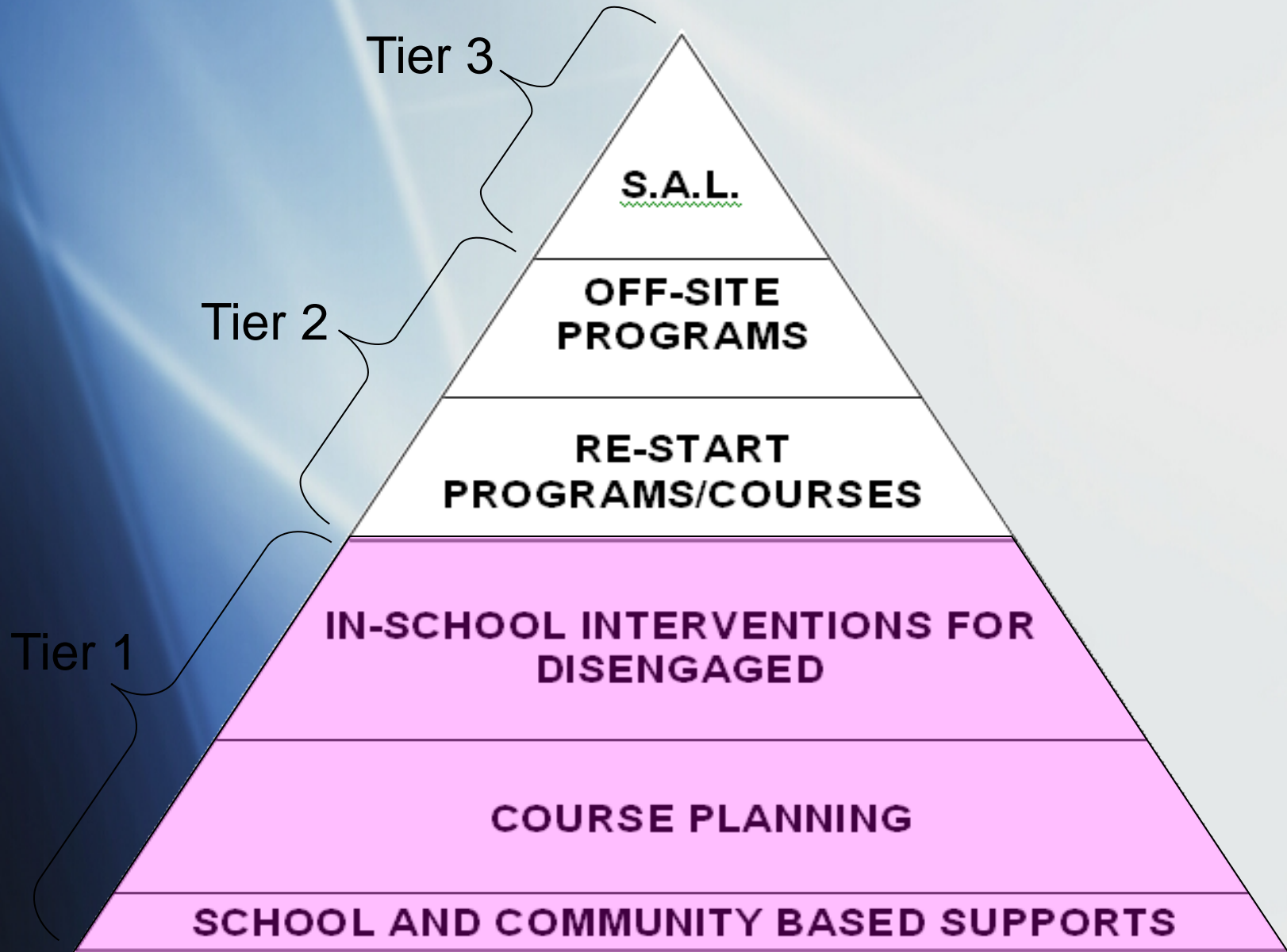
# **School-Based Programming**


The academic and **social** needs of most students can effectively be met through regular attendance in school.

# Services available within the Home School

- Credit Recovery
- Credit Rescue
- Transitions for At-risk – 5 deliverables
- Specialist High Skills Majors
- Expansion of Cooperative Education
- E-Learning Courses
- Dual Credit Programs
- Student Success Teacher support
- Peer Tutoring Programs
- Alternative to Suspension Program


# Pyramid of Student Support



Ministry of Education 


## Individual Education Plans


Standards for Development, Program Planning, and Implementation

Ministry of Education 

The Ontario Curriculum Unit Planner

## Special Education Companion



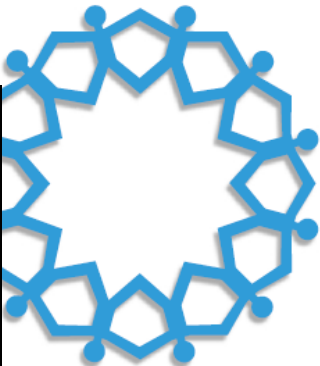
 Ministry of Education

## The Individual Education Plan (IEP)


A RESOURCE GUIDE  
2004

# IEP

ISBN 0-7704-8752-3 (Print)  
ISBN 0-7704-8753-1 (Internet)




## IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE PROCEDURES



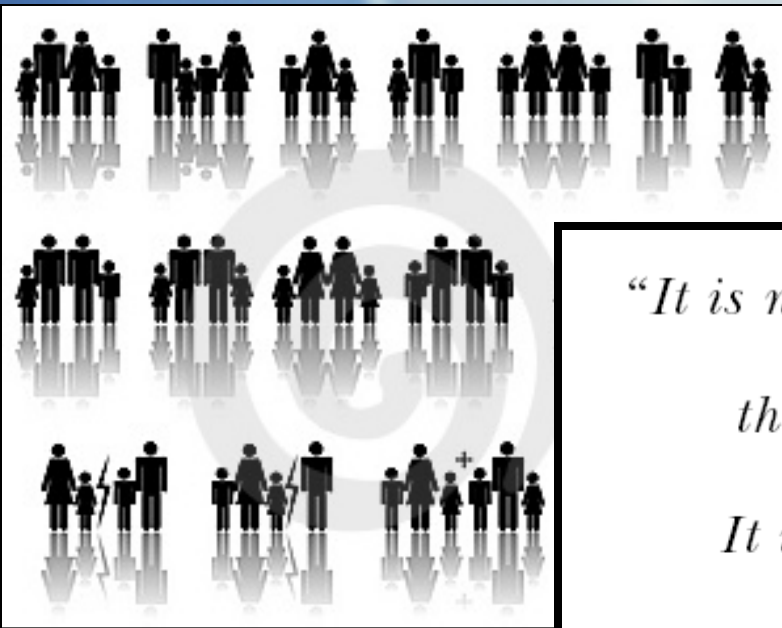
### Understanding the IPRC Process

#### A PARENT GUIDE

This guide reflects the changes contained in Regulation 181/98

 Waterloo Region District School Board

ter for Ontario, 2002

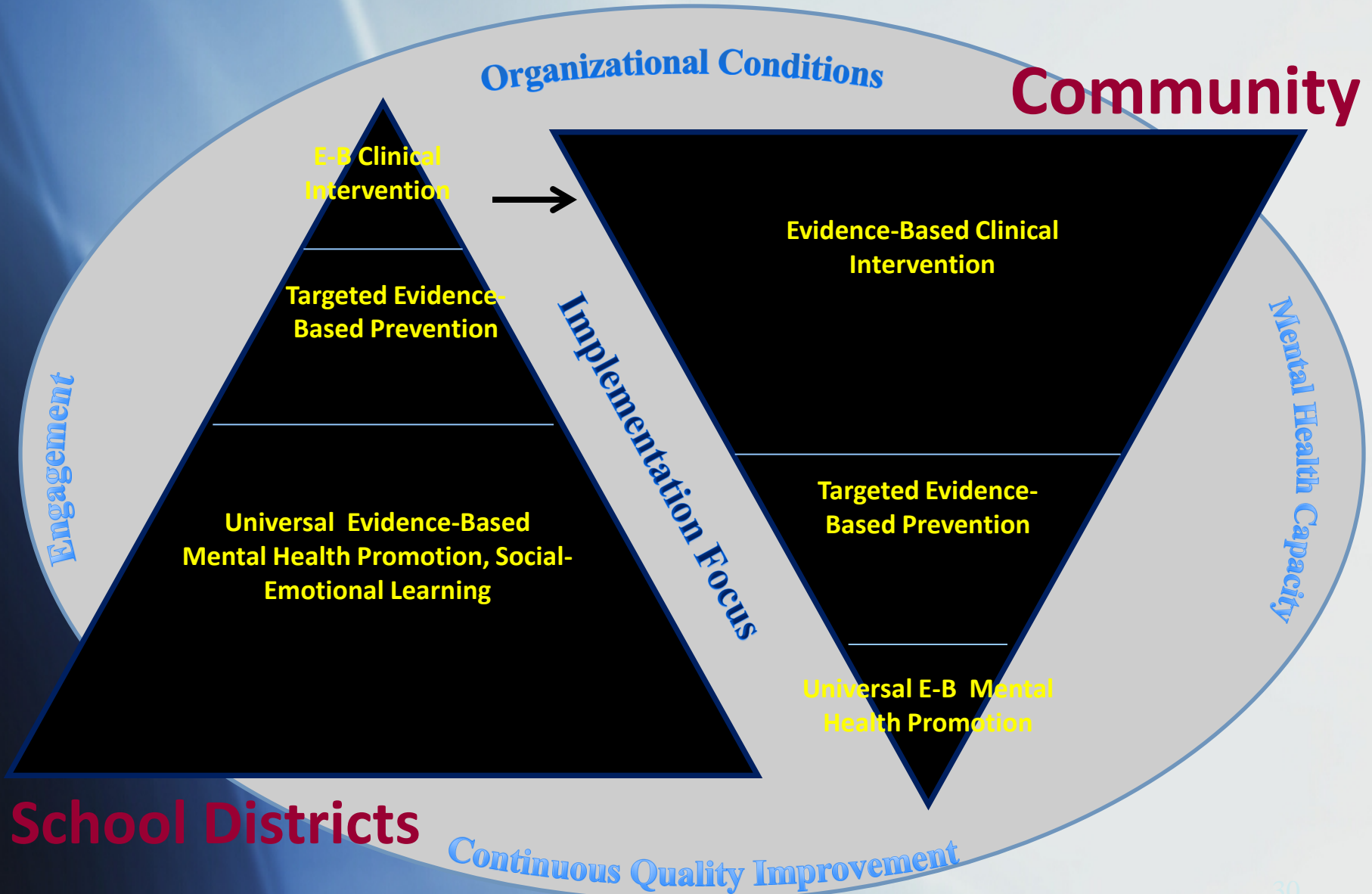


*“It is not our differences  
that divide us.  
It is our inability  
to recognize,  
accept and celebrate  
those differences.”*

*Audre Lorde*



# Tiered Support in Systems of Care



**Ontario  
Schools**

**Code  
*of*  
Conduct**

 **Ontario**

 **Ontario**

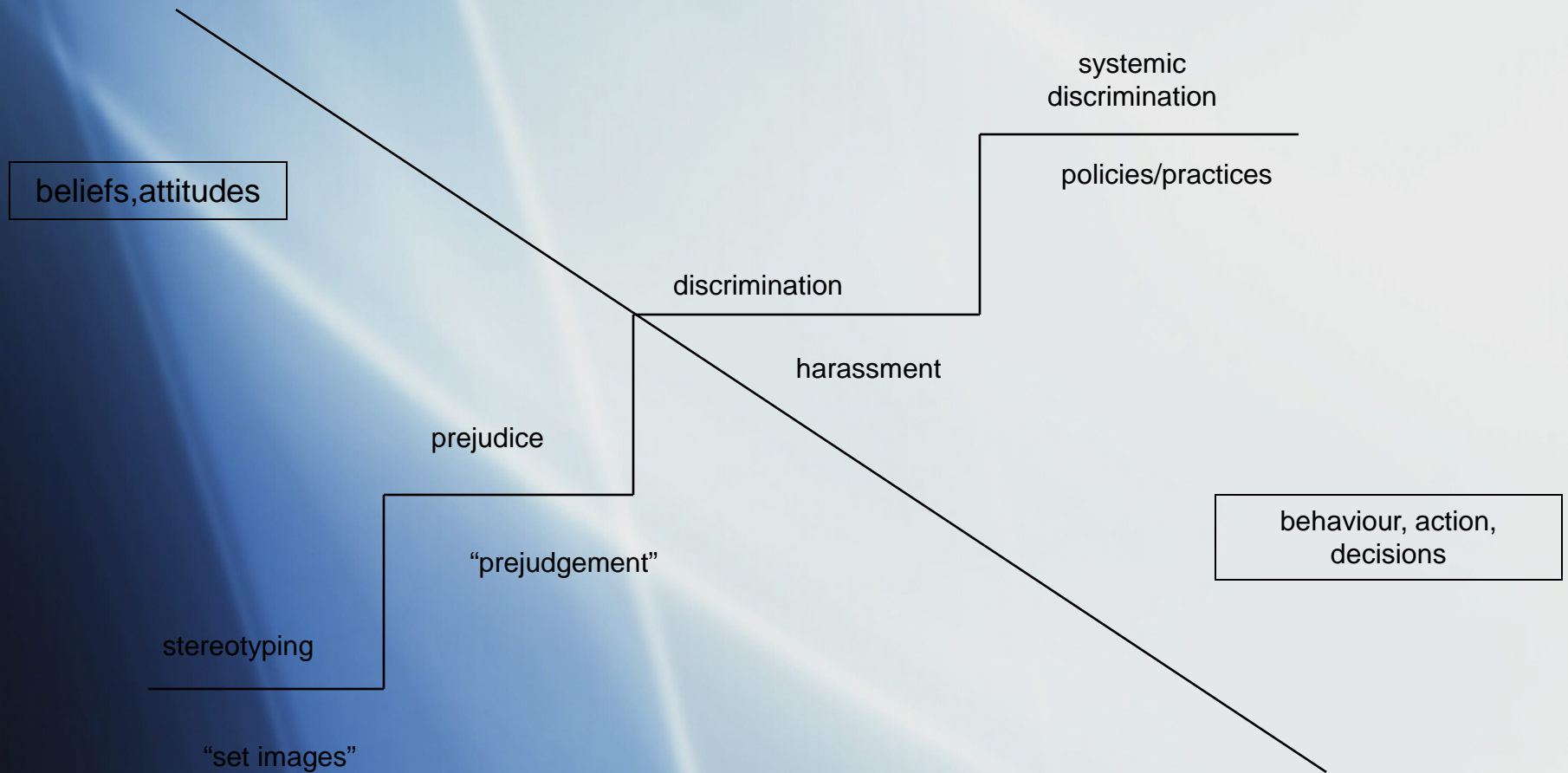


**Human  
Rights**  
In Ontario



**Ontario's New  
Human Rights System**

# A Theory of Racism





# Applications Filed with the Ontario Human Rights Tribunal

- As of July 2008, 50 applications were filed against 21 School Boards across the Province.
- 39% were in services
- 62% were in employment
- 56% cited disability
- 16% cited race, colour, ethnic origin, place of origin or ancestry and
- 4% cited race and disability.

# Some Examples of allegations: Service Complaints

- Students were not accommodated because of their disability and instead were penalized for not being able to perform at the same level as other students;
- Claims of discrimination and racism were not properly investigated by the administration or officials;
- Black students treated differently from white student in relation to assessment, punishment and rewards; and
- Parents were not properly notified of incidents involving children.

# Breaking the Cycle

## Ontario's Poverty Reduction Strategy



[ontario.ca/breakingthecycle](http://ontario.ca/breakingthecycle)

## Together, we can break the cycle of poverty.

That conviction is at the heart of Ontario's poverty reduction strategy.

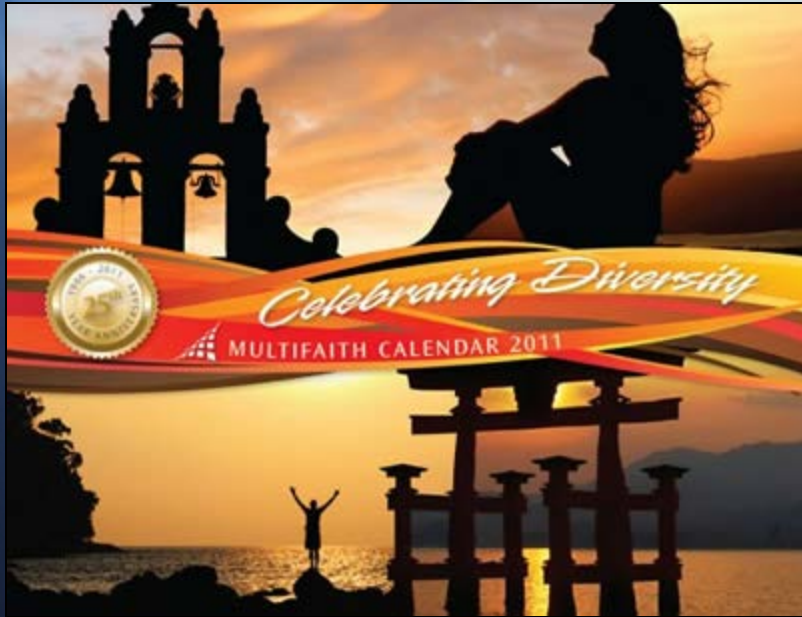
This strategy is about creating more opportunity and building a stronger economy.

It's about believing in the potential of people living in poverty.

Children should have the opportunity to succeed in life.

Families facing challenges deserve the chance to get ahead.

It's going to take a lot of hard work – including all levels of government and all corners of business and the non-profit community – but Ontario has a strategy to get there.



# Multifaith Information Manual

Fifth Edition



Baha'i



Buddhism



Christianity



Hinduism



Islam



Jainism



Judaism



Native Spirituality



Sikhism



Unitarianism



Wicca



Zoroastrianism

An authoritative guide to religious rights and accommodations

Published by The Ontario Multifaith Council on Spiritual and Religious Care

2007



## ENGLISH LANGUAGE LEARNERS ESL AND ELD PROGRAMS AND SERVICES

Policies and Procedures for Ontario Elementary  
and Secondary Schools, Kindergarten to Grade 12



## MANY ROOTS MANY VOICES

Supporting English language learners in every classroom

A practical guide for Ontario educators

### Supporting English Language Learners

A practical guide for Ontario educators  
Grades 1 to 8

Student



**SHAPING A CULTURE OF RESPECT IN OUR SCHOOLS:  
PROMOTING SAFE AND HEALTHY RELATIONSHIPS**



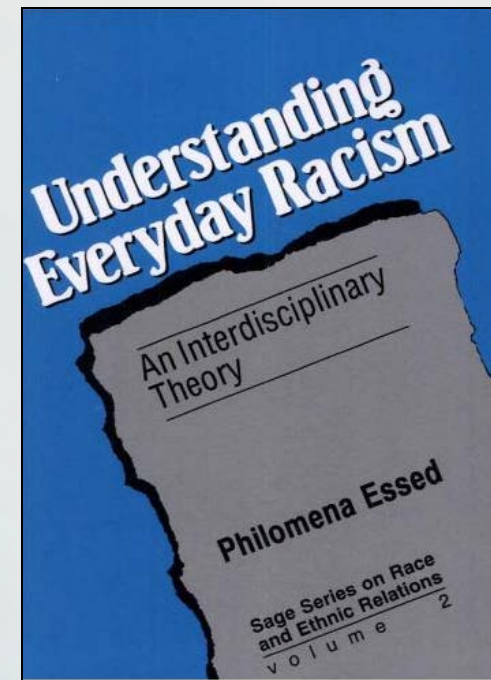
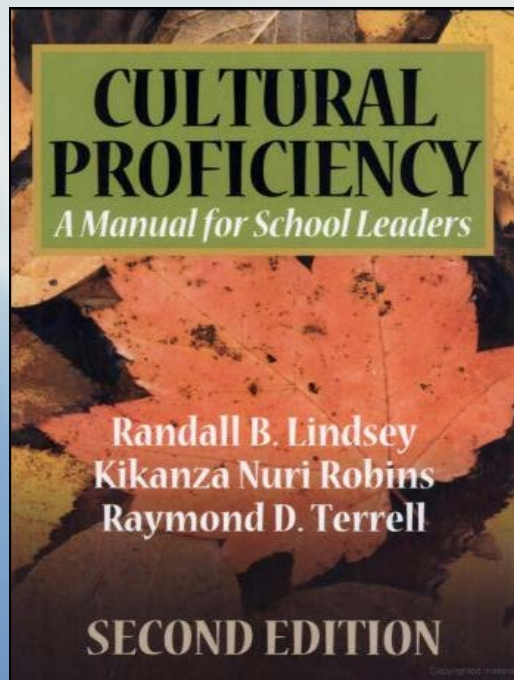
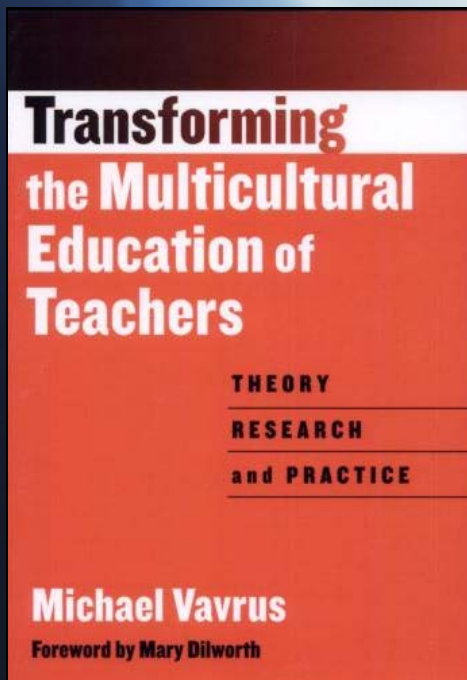
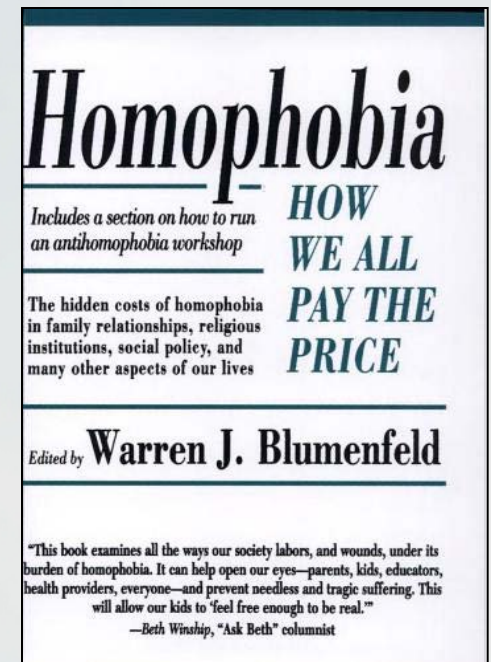
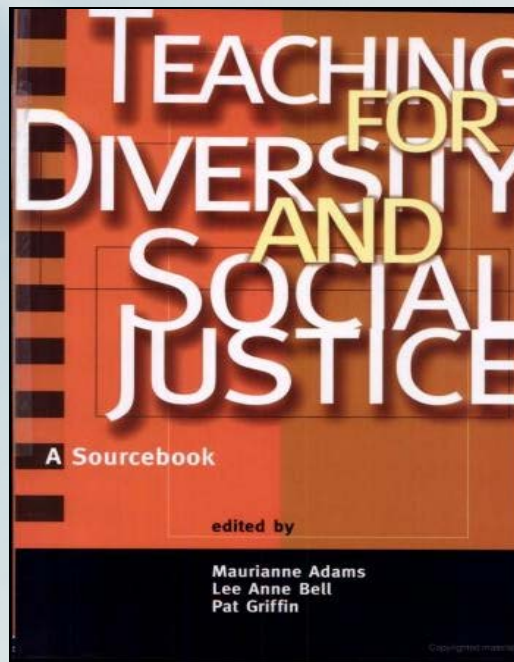
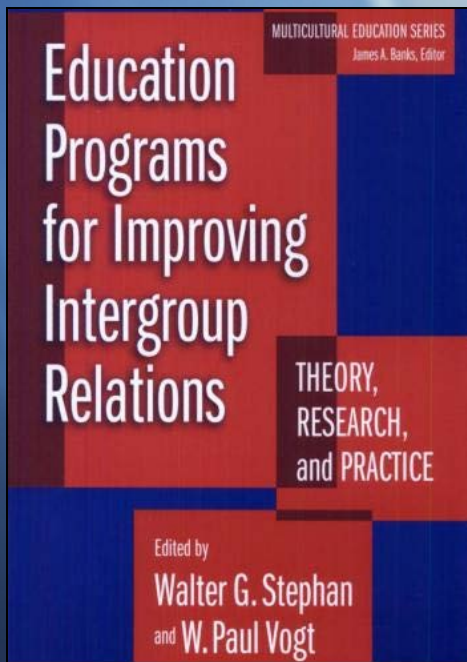
Safe Schools Action Team  
Report on Gender-based  
Violence, Homophobia,  
Sexual Harassment,  
and Inappropriate Sexual  
Behaviour in Schools



December 11, 2008



 Ontario



# Resources - Websites

Ontario College of Teachers

<http://www.oct.ca/>

United Nations Educational Scientific and Cultural Organization

<http://www.unesco.ca/en/>

Curriculum Services Canada

[http://www.curriculum.org/secretariat/literacy\\_en.shtml](http://www.curriculum.org/secretariat/literacy_en.shtml)

National Staff Development Council

<http://www.nsd.org/>

Ontario's Institute for Education Leadership

<http://www.education-leadership-ontario.ca/home.shtml>

MHS – Emotional Intelligence

<http://www.mhs.com/product.aspx?gr=IO&prod=eqi&id=overview>

Apply to Education

<http://www.applytoeducation.com/>

Canadian Human Rights Commission

<http://www.chrc-ccdp.ca/default-en.asp>

Catholic Principals' Council of Ontario (CPCO)

<http://www.cpcoc.on.ca/>

Ontario Human Rights Commission

<http://www.ohrc.on.ca/en>

Policy on Creed and the Accommodation of Religious Observances, 1996

ISBN: 0-7778-6518-1

<http://www.ohrc.on.ca/en/resources/Policies/PolicyCreedAccomodEN/pdf>

Policy and Guidelines on Disability and the Duty to Accommodate, 2000

ISBN: 0-7794-0687-7

<http://www.ohrc.on.ca/en/resources/Policies/PolicyDisAccom2/pdf>

Policy and Guidelines on Racism and Racial Discrimination, 2005

ISBN: 0-7794-8399-5

<http://www.ohrc.on.ca/en/resources/Policies/RacismPolicy/pdf>



**Q & A**

*Vielen*  
**Dank**

*Obrigado!*

תודה

*Gracias*

**Bedankt**

**Mitigwetch**

THANK YOU

*Huala*

*Köszönettel* *Merci*

*Grazie*

*Eυχαριστώ*

धन्यवाद

ขอบคุณ

*Díky* *Huala*

**Teşekkürler**

شكراً