



INDIGENOUS EDUCATION ADVISORY COUNCIL

Thursday, February 21, 2019, 6:00 pm

Trustees' Lounge

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Opening Prayer	
2. Approval of the 17 January 2019 IEAC Minutes	2
3. Identity Based Data	10
3.1 Supplemental Information: Report 19-019 Identity-Based Data	
4. Standing Recommendations	
4.1 Respectful language and communication	
4.2 Safe spaces for Indigenous students in all four areas of Ottawa	
4.3 Leverage data from community partners	
4.4 Leverage technology to connect Indigenous youth	
4.5 Conduct supported student-led presentations at schools across the District	
4.6 Intentional hiring practices to ensure Indigenous representation	
5. Board Action Plan Update	
<i>4 areas of focus</i>	
<i>(separate distribution)</i>	
6. Closing Prayer/Song	



INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, January 17, 2019, 6:00 pm
 Gloucester High School
 2060 Ogilvie Road
 Ottawa, Ontario

Attendees Present Albert Dumont, Falcia Green, Sytukie Joamie, Jo VanHooser, Raiglee Alorut, Nopimng Inini McHugh, Anthony Debassige, Elena Abel, Jordyn Hendricks, Ganaaboute Gagné, Junior Ittusardjuat, and Trustee Chris Ellis.

Staff Present Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Instructional Coaches Kareena Butler, Nancy Henry, and Kris Meawasige, Indigenous Student Support Coordinator Josh Lewis, and Committee Coordinator Amanda Rock.

Non-Voting
 Representatives
 Present Trustee Wendy Hough.

1. Welcome and Opening Prayer

The meeting was called to order at 6:15 p.m.

Albert Dumont shared a story about his snowshoeing experiences and explained that a partridge dug two holes in the snow. Albert reminded the Council what he has learned from one of those experiences is to be sensible in everything that they do and to be aware of their surroundings.

Albert Dumont gave an opening prayer of peace and thanks.

Superintendent Baker introduced Trustee Hough to the Council. She is the trustee representative assigned to the IEAC. Trustee Hough introduced herself and noted she has a postgraduate degree in Indigenous Education. Vice-Principal Alexander reintroduced herself and explained that the last meeting was important with regard to understanding some of the initiatives that the OCDSB supports for Indigenous education.

Kareena Butler and Josh Lewis introduced themselves as part of the Indigenous Education team at the OCDSB. Kris Meawasige and Nancy Henry reintroduced themselves as members of the Indigenous Education team.

2. Approval of the IEAC 15 November 2018 Report

The Indigenous Education Advisory Council report, dated 15 November 2018, was reviewed by the Council. A revision to the spelling of Ganaabouté Gagné's name has been made.

3. Establishing IEAC Membership

Superintendent Baker and Vice-Principal Alexander explained that many people have expressed interest in the First Nations agency representative role.

Superintendent Baker shared the names of individuals who expressed interest and asked the Council who they thought would be best suited for the First Nations agency representative role.

Anthony Debassige requested that the First Nation parent/agency role be renamed to Algonquin/Cree/Ojibway parent/agency. Superintendent Baker reminded the Council that policy P.140.GOV will be reviewed in two years. At that time, the Council may decide to revise the name of the First Nation parent/agency representative role. Trustee Ellis added that the IEAC can revise the entire structure should they decide it is necessary. Not all Nations have the same selection and appointment processes.

The Council agreed that their selection process for the different roles will be determined by a consensus.

4. Overview of the components of the Board Action Plan for Indigenous Education/Feedback

Vice-Principal Alexander told a story of her skiing. She explained that she saw a child who had fallen on the ski hill. She was the only one who stopped to help the child and guide her down the ski hill to her family. Vice-Principal Alexander reflected that she knows she is different from many people. Her compassion and thoughtfulness are core characteristics of her personality and she sees honouring children and their voices as being instrumental in her role as Vice-Principal of the Indigenous Education team.

Vice-Principal Alexander and OCDSB staff noted that following ongoing initiatives for Indigenous Education: The four main areas of focus area using data to support student achievement, supporting students, supporting educators, and engagement and awareness building.

The following was highlighted by the Indigenous Education team:

- The third annual Indigenous Youth Symposium was held on 11 January 2019 and it included 150 students, approximately 40 educators, and eight workshops;
- Teachers were learning with and from students;

- Schools are looking for an Indigenous safe space to gather such as the lodge at Gloucester High School;
- The Indigenous youth leadership camp engages community partners, knowledge keepers, and has cultural workshops;
- Student representatives of the IEAC have attended the youth leadership camp to connect with Indigenous culture;
- Instructional coaches of the OCDSB help to implement curriculum projects, coordinate event planning, and answer specific questions from educators;
- Instructional coaches support educators by identifying the appropriate First Nations, Métis, and Inuit Elders to speak at schools;
- The school board can access many presenters through community partners; and
- The OCDSB has formal relationships with the Ottawa Inuit Children's Centre (OICC) and the Wabano Center for Aboriginal Health.

Ganaaboute Gagne noted that he has met some of his closest friends at the youth leadership camp and that the event has had a lasting impact on his high school career. Falicia Green commented that the leadership camp has been instrumental with regard to how to guide younger Indigenous youth. Jordyn Hendricks supported her peers by stating that the event is an outlet to engage in Indigenous culture outside of a school setting.

In response to queries, the following information was provided with regard to the areas of focus:

- Albert Dumont and Sytukie Joamie have visited with schools to speak with students;
- The District matches school demographics to the most appropriate Indigenous presentations;
- The District works with nine community partners;
- Two percent of the District's students self-identify as Indigenous; and
- The work of Curriculum Services is directly related to those who self-identify.

Superintendent Baker noted that the Council will be a foundational piece to consider when reviewing the programs that support Indigenous students.

During the ensuing discussion, the following points were noted:

- There may be Indigenous students in the District who are not being supported;
- Certain schools have a high number of Indigenous students but they are located in all schools across the District;
- The identity-based data collection will include Indigenous data and guide the process around the collection of this information;
- The Indigenous Education Team in curriculum services has a five-member team that supports Indigenous education;

- First Nation students should be identified more specifically as Métis, Cree, Ojibway, etc;
- More Indigenous safe spaces in schools are needed in different parts of the region;
- The Indigenous Youth Symposium is a positive start to providing students with more safe spaces to learn about Indigenous culture;
- The Original Voices Youth Council is a formal group for high school students in the District and was formed in April 2017;
- The Original Voices Youth Council is about building community for the students and providing an opportunity to learn about Indigenous culture;
- The language that is used to address Indigenous students can be disrespectful and needs to change; and
- The creation of a website to advertise the lodge at Gloucester HS may be an idea to consider.

Superintendent Baker further explained that the identity-based data collection will focus on how to store data, privacy issues, and how the data will be used. She noted that quantitative and qualitative data will be collected to address some of the intersectionality patterns. Addressing these issues will be important to many communities.

Vice-Principal Alexander explained the importance of short, medium, and long-term goals for the IEAC. During the discussion of goals, the following was noted:

- Leveraging technology for connecting to the lodge as a way for Indigenous students to support each other is an idea that can be explored;
- Wrap-around supports should be in place to support Indigenous students with complex needs; and
- An immediate contact person should be in place for students to connect with after peer presentations.

Student representatives Ganaabouté Gagné and Falicia Green expressed that leveraging technology is a positive step forward but does not replace that need for face-to-face interaction. They also noted that teaching Indigenous culture to Indigenous and non-Indigenous students is important.

Raiglee Alorut told a story of how she struggled to get a university degree. She stressed the importance of supporting students in schools in whatever way to complete their education. Sytukie Joamie added that Indigenous people look out for the collective. It is important that the IEAC make as many connections in the community as possible to ensure that there aren't large numbers of students left without support.

Nopimng Inini McHugh made a recommendation that there be a system that has three levels of support at the OCDSB which include an Indigenous educational assistant, psychologist, and occasional teacher (OT). Superintendent Baker

shared that the District often has to refer to community partners due to a lack of resources.

Trustee Ellis noted that wrap-around supports and resources for the Indigenous team should be a discussion topic in the overall budget.

In wrap-up, Superintendent Baker clarified that the following were the main items of discussion:

- There is a lack of respectful language and communication when referring to the Indigenous community;
- Safe spaces for Indigenous students need to be considered in all four areas of the city;
- It is important to leverage the data that can be obtained from community partners;
- Student representatives are open to conducting supported student-led presentations at schools across the District;
- Leveraging technology and face-to-face peer presentations may be a means of connecting Indigenous youth with each other; and
- Intentional hiring practices to ensure Indigenous representation in support positions for tiered intervention is critical.

Albert Dumont shared that he has a lot of respect for the Assembly of First Nations chiefs and explained that the best national chief he has ever known, Ovide Mercredi, was a high school dropout. He stressed the importance of Indigenous youth receiving the best education possible.

5. Closing

Members from the Indigenous education team and the student representatives led a closing song.

The meeting adjourned at 8:46 p.m.

Indigenous Education Advisory Council Proposed composition

Elder/Traditional Knowledge Keepers

1. Algonquin Knowledge Keeper - Albert Dumont
2. Métis Knowledge Keeper - Jo McQuarrie
3. Inuit Knowledge Keeper - Sytukie Joamie

Parent/Agency Representatives

4. First Nation parent/agency rep - Monique Monatch
5. First Nation parent/agency rep - Inini McHugh
6. Métis parent/agency rep - Benny Michaud
7. Métis parent/agency rep - Jennifer Lord
8. Inuit parent/agency rep - Raigelee Alorut
9. Inuit parent/agency rep - Karen Baker-Anderson

Ottawa-Carleton District School Board (OCDSB) Representatives

10. Trustee - Wendy Hough
11. Indigenous Lead - Jody Alexander
12. Superintendent - Dorothy Baker

Student Representatives

13. Student – Falicia Green
14. Student – Ganaaboute Gagné
15. Student – Jordyn Hendricks

OCDSB Staff Representatives

16. OCDSB Staff – Lili Miller
17. OCDSB Staff – Kris Meawasige
18. OCDSB Staff – Kareena Butler
19. OCDSB Staff – Josh Lewis



COMMITTEE OF THE WHOLE (PUBLIC) Report No. 19-019

4 February 2019

Identity Based Data Collection

Key Contact: Michele Giroux, Executive Officer (Corporate Services),
613-596-8211 ext. 8381
Dorothy Baker, Superintendent of Curriculum Services

PURPOSE:

1. To provide an overview of the plan for the collection and reporting of identity-based data.

CONTEXT:

2. The OCDSB has a strong commitment to improving equity of access and opportunity for all students. In 2011, the OCDSB undertook a comprehensive student survey and our community has expressed strong interest in formalizing a process for the ongoing collection of identity based data as a tool to better understand and eliminate systemic barriers. Recent changes to provincial legislation and the introduction of the Ministry of Education Equity Action Plan have provided a framework for school districts to move forward with this work. The OCDSB is one of a small number of school districts working with the Education Equity Secretariat to plan for identity-based data collection. The OCDSB submitted a proposal in 2018 and received funding for this project.

KEY CONSIDERATIONS:

Legislative and Policy Framework

3. In 2017, the Province enacted the Anti-Racism Act. The Act seeks to eliminate systemic racism and advance racial equity supports. The Act specifically acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The Act applies to all provincially-funded institutions and was accompanied by 'Data Standards for the Identification and Monitoring of Systemic Racism', which establishes standards for the collection of identity-based data by public sector institutions in Ontario. Appendix A provides a summary overview of the Data Standards.

In May 2018, the Ministry of Education released the Ontario Education Equity Action Plan, which outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms. The Equity Action Plan has four main areas:

- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Data Collection, Integration and Reporting
- Organizational Culture Change

Work is planned or underway in all of these areas, but the focus of this report is on the collection, integration and reporting of data.

Planning for Data Collection – Qualitative and Quantitative

4. The vital role that equity and inclusion play in improving student achievement and well-being, reducing achievement gaps and increasing public confidence in public education is clear. To make progress, we must understand who our students are and what their school experience has been. This requires the collection of both perceptual and demographic data. While the Data Standards focus on four groups (Indigenous, Black, Jewish and Islamic), the OCDSB has taken a more inclusive approach and also believes that the collection of identity-based data must also allow us to address issues and challenges of the lived experiences of other communities including LGBTQQ+, South East Asian, socio-economically disadvantaged, and disabled (AODA) and newcomers.

Grant Proposal and Funding

5. The OCDSB has received funding through the Education Equity Secretariat to build capacity in preparation for the collection, analysis and use of identity-based data. The grant proposal identified the need to undertake some readiness work on our technology infrastructure, as well as a series of focus groups with students, staff and community members to better understand their lived experiences and their perspective on how the collection of identity-based data might help to identify strategies to overcome barriers. Unfortunately, funding was not approved for the much needed infrastructure work, but was approved to cover some of the staffing costs associated with planning and undertaking focus groups.

Focus Groups

6. The project funding proposal includes the launch of focus groups designed to learn more about the lived experiences and issues that are of most concern to communities or groups that may experience systemic bias and barriers. Focus group sessions can help to inform our understanding of the realities experienced by social identity groups in our communities. The design and structure of focus groups will be varied and responsive, and will include input from our community partners.

The Advisory Committee on Equity plays an important role in offering input and insight into how the District approaches this work. In addition, staff will be working with the Indigenous Education Advisory Council to assist in understanding community needs, building relationship and the sense of trust necessary to undertake this important work.

Reporting our Findings

7. An important part of our work will be acknowledging what we heard. This includes acknowledging the participation and support of groups and individuals as well as reporting out on our findings and the impact on our work going forward. The format and nature of reporting will be an area of discussion with our partner agencies, our facilitators and our focus group participants. At this time, we anticipate that the reporting out would occur prior to the end of September 2019.

Collection of Identity-Based Data

8. In the fall of 2019, the District will undertake the collection of voluntary demographic and perceptual data. Once collected, this data will allow for the analysis of trends and patterns in representation of various aspects of school life: learning experience, engagement experience, achievement experience, and social experience.

The District currently reports on a range of student data, such as program enrolment, graduation rates, special education supports, suspensions and expulsions. Identity-based data will enhance the District's capacity to understand areas of strength and need for particular student populations.

The specific analyses and uses of the data will need to be identified prior to the data collection process. In addition, the Data Standards include provisions for calculating racial disparities and disproportionality indices. This is an area that requires further study and a more detailed understanding of the Data Standards and how we approach this work.

At this time, it is anticipated that reporting using identity-based data will become available for the 2020 Annual Student Achievement Report.

Major project timelines are summarized as follows:

Build Staff Capacity	September 2018 – June 2019	<ul style="list-style-type: none"> • Equity and bias training for senior team and other leaders; • Develop training strategy based on learning needs by role; • Review and analysis of provincial data standards; • Consideration of how identity-based data could inform other reporting and analysis; • Develop new resources and tools; • Ensure appropriate privacy framework and impact assessment in place; • Prepare for the questions that the system will ask and be asked.
Communication & Relationship Building	January – April 2019	<ul style="list-style-type: none"> • Provide community information about the ideas, build trust and maximize participation; • Communicate information about the data standards; • Communicate the importance and benefits of

		<p>expanding student data to include identity-based data;</p> <ul style="list-style-type: none"> • Clarify the alignment of this project with principles, guidelines and identity categories; • Work with community partners including community leaders, local organizations, youth leaders, and the community at large to build trust in the process and data collection; • Extensive outreach into different communities including discussions, information collected will be used to guide the design of our next steps; • Communicate with transparency to build confidence in the collection of data.
Stakeholder Focus Groups and Feedback	April –June 2019	<ul style="list-style-type: none"> • Sampling plan based on the population profile of the identified groups in our schools, organize, and host focus group sessions at schools and other community locations; • Collect input about lived experiences; • Acknowledging and capturing the diversity within our student population; • Discussion sessions aimed at identifying the issues and questions of relevance with youth; • Acknowledge and express appreciation to participants; • Develop summary of session feedback; • Report out on findings and use the collected information to guide the research design.
Survey Development and Implementation	May – November 2019	<ul style="list-style-type: none"> • Establish data collection protocols and code of conduct; • Ensure survey content alignment with data standards and captures important issues and relevant questions to the diverse student population; • Identify intended uses of the data; • Complete Privacy Impact Assessment; • Develop survey instrument appropriate to age; • Field test survey instrument; • Conduct Survey in November 2019.
Reporting, Analysis and Future Uses	December 2019- June 2021	<p>Stages of reporting</p> <ul style="list-style-type: none"> • Summary of data as census information – May 2020; • Incorporation of data into ASAR – November 2020; • Enhancement of existing reporting and development of new reports November 2020 – onward.

RESOURCE IMPLICATIONS:

9. In May 2018, the District received \$103,000 in one-time funding through a Transfer Payment Agreement to support the work related to the focus groups. The funding request was for \$146,000, but the final approval did not include the cost of a 1.0 FTE in Business and Learning Technologies for a 6 month term to undertake the data infrastructure work which was included in the application.

At this time, the District has not received any targeted funding to support the actual collection of identity-based data. It is unclear whether special purpose grant programs will be available. The District is in the process of acquiring some additional software which could help with the data collection. However, there will be additional costs with regard to data collection, analysis, communications and professional development. These will be identified as a proposal in the 2019-2020 budget.

COMMUNICATION/CONSULTATION ISSUES:

10. Collecting personal information about race and ethnicity is very sensitive work. It is essential that all employees, consultants, involved in the collection and use of the data have a fulsome understanding of the importance, value and sensitivity of the work and the purpose of collection and use. Communication will be respectful, culturally sensitive, transparent and done in an accessible way that ensures individual privacy and confidentiality.

Our collaboration with community partner agencies will be critical to creating a sense of community support for the focus groups which is essential to participation and building trust with the community. In the selection of facilitators, significant consideration will be given to consistency in approach and integrity to the purpose of the focus groups.

STRATEGIC LINKS:

11. Equity is a priority of the District and this initiative is a critical step in our commitment to identify and remove barriers and ensure equity of access and opportunity for all students. Our commitment to equity and the data collection work happens at the system level, but the impact on our work will be to positively impact the student experience in the classroom and at school.

GUIDING QUESTION:

- How are we going to measure and track the organization's culture shift toward an equitable and inclusive learning environment?

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Appendix A: Identity Based Data Standards

Identity Based Data Collection – Overview and Standards

- The Research, Evaluation, Analytics and Data Division is responsible for identity based data collection at the OCDSB;
- Work on identity based data is governed by the Anti-Racism Act and the Data Standards issued by the Province of Ontario for all public sector organizations. The Act seeks to eliminate systemic racism and advance racial equity supports and acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, and Jewish communities, and communities that are adversely impacted by Islamophobia.
- The Act requires the Province to set targets within 12 months of the adoption of the Act (May 2018). Such targets may inform our work/responsibilities, but are not yet available.
- The district submitted a grant application to the Education Equity Secretariat of the Ministry of Education last year. The grant application sought funding for two things – some readiness work on data infrastructure and a qualitative research project to engage in conversations with the community to better understand lived experiences in our schools regarding systemic racism. This work was considered an important first step in seeking community input to help inform thinking about how the collection of identity based data could help to overcome systemic racism.
- The grant application was initially approved by the Ministry; however, funding was delayed and only recently became available. The Division has been continuing with this work within existing resources.
- The data standards include requirements that the school board must follow; rationale for each standard; and Guidance about exemplary practices. The standards cover 7 areas- see reverse.
- The current focus of our work is capacity building in terms of understanding the data standards. Data standards 1-5 emphasize the importance of organizational planning and readiness prior to any data collection. This includes identification of organizational objectives, responsibilities, training on both anti-racism and responsibilities under the Anti-Racism Act, data governance and organizational needs assessment.
- Some organizational readiness work must occur before community consultation and some is achieved based on what is learned from the community.
- Community consultation, modelled on the grant proposal, is proposed for Spring 2019. Between now and then, staff will be working on the following:
 - Data standards knowledge and capacity building;
 - Liaison with other school districts and public sector organizations;
 - Establishing a group of community agency partners that can inform our work;
 - Work with ACE and IEAC will continue to be consulted as regular advisory bodies to the district;
- Planning and preparation for data collection would occur between March and June 2019;
- Identity Based Data Collection planned for fall of 2019; methodology to be determined (ie at registration, as a census, etc)

Overview of the Data Standards

1. Assess, Plan and Prepare
 - Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
 - Determine organizational priorities and resources and conduct a privacy impact assessment.
 - Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
 - Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
 - Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.
2. Collect Personal Information
 - Communicate the purpose and manner of personal information collection to clients and communities.
 - Implement the collection of personal information based on voluntary express consent.
3. Manage and Protect Personal Information
 - Implement processes for quality assurance and the security of personal information.
 - Maintain and promote secure systems and processes for retaining, storing, and disposing of personal information.
 - Limit access to and use of personal information
4. Analyse the Information Collected
 - Calculate and interpret racial disproportionality or disparity statistics.
 - Apply thresholds and interpret whether notable differences exist that require further analysis and/or remedial action.
5. Release of Data and Results of Analysis to the Public
 - De-identify data sets and results of analyses before making information public, consistent with Open Government principles.
 - Include results of racial disproportionalities or disparities in the reports to the public, along with thresholds used.
6. Support and Promote Anti-Racism Organizational Change
 - Use information to better understand racial inequities, and to inform evidence-based decisions to remove systemic barriers and advance racial equity.
 - Continue to monitor and evaluate progress and outcomes.
 - Promote public education and engagement about anti-racism.
7. Participant Observer Information (POI)
 - Plan to collect, manage and use POI with input from affected communities and stakeholders.
 - Implement the collection of POI according to requirements for indirect collection.
 - Have measures in place to ensure the accuracy of POI before use.