

ADVISORY COMMITTEE ON EQUITY

Thursday, July 23, 2020, 6:00 pm

Zoom Meeting

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ADVISORY COMMITTEE ON EQUITY REPORT

June 4, 2020

6:00 pm

Zoom

Meeting

Voting Members: Elaine Hayles, Harvey Brown, Nasrin Mirbagheri-Javanfar, Nyk Morigan, Bronwyn Funciello, Nicki Dunlop, Carrie-Lynn Barkley, Chandonette Johnson-Arowolo, Meghan Wills, Deepika Grover, Elizabeth Sweeney, Jasmine Qi, Ayan Yusuf Karshe,

Non-Voting Members: Chris Ellis (Trustee), Joy Liu (Student Senator), Sonia Nadon-Campell (Special Education Advisory Committee), Susan Cowin (Special Education Advisory Committee), Ruth Sword (Spiritual Care in Secondary Schools), Alexander John MacIver, Alla Shanneb, Bob Dawson, June Girvan, Said Mohamed

Staff and Guests: Justine Bell (Trustee), Lynn Scott (Trustee), Dorothy Baker (Superintendent of Instruction), Michele Giroux (Executive Officer), Carolyn Tanner (Human Rights and Equity Advisor), Jacqueline Lawrence (Equity and Diversity Coordinator), Sue Rice (OCDSB), Jeanine Bradley (OCDSB), Nicole Guthrie (Manager, Board Services), Leigh Fenton (Board Coordinator)

1. Welcome

1.1 Land Acknowledgement

Chair Hayles called the meeting to order at 6:09 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

1.2 A Moment of Silence for George Floyd

Chair Hayles requested a moment of silence for those harmed or killed due to their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, gender identity, gender expression, age, marital status or disability.

Director Williams-Taylor thanked the committee for accommodating her appearance on the agenda. She wished to address the Advisory Committee on Equity (ACE), a group that works on matters of equity, given the egregious challenges against the black community, in particular over the last ten days. She noted the death of George Floyd is a stark reminder that anti-black racism is ever

present and while this incident and many others like it have taken hold of the media outlets in the United States of America, it is important to recognize that racism is not unknown to those in Canada or locally in Ottawa.

Director Williams-Taylor advised that the District is taking steps to communicate to the community the seriousness of racist events and the impact on the staff and the students that are served. Efforts are in place to ensure that people remain connected and understand that they are supported. The message to the community also highlights the ongoing commitment to the equity work underscored by the discussions and activities of the ACE, the District and the Board of Trustees. The District aims to ensure changes will be felt in classrooms, in places of work, and in the community of the OCDSB.

Ms. Mirbagheri-Javanfar enquired over the specifics of the plan to support Black students through the anguish of racial violence and the simultaneous stress of the COVID-19 virus pandemic. Director Williams-Taylor responded that in conversations with the Ottawa Black Educators Network, a plan was developed to meet with the organizers of the Black Student Forum, which will be held over a digital format on 18 June 2020. At this meeting she will be soliciting their input on support for Black students at the forum and beyond that. Additionally, there will be a written communication to students.

Ms. Grover requested the Director provide a sense of the commitment to equity issues to prepare the committee for their conversations in the coming months. Director Williams-Taylor responded that a draft version of the Human Rights and Equity Roadmap is being created for further consultation by the District's advisory committees, and the community. The current strategic plan outlines the direction up until 2023 and senior management is examining the progress pertaining to equity, human rights and indigenous education. Over the next three years, action items will be explicit, the impact will be measured and affect students directly.

Nyk Morigan (Them/They) queried the supports in place for the transgender and gender non-conforming students and staff who are scared with the recent loss of life involving anti-transgender bias. Director Williams-Taylor shared that the District is expanding support for affinity groups and a network is being forged for those who identify in the 2SLGBTQ community. Superintendent Baker contributed that, over the years, the support system has been strengthened: however, there is a lot of work to be done. A future ACE meeting will be dedicated to exploring the topic. She noted the work of Sue Rice, Instructional Coach – Inclusive Education, in these areas, such as the Gender Identity and Expression Guide, the Rainbow Youth Forum, and the Spring Fling. The District is working with the Psychology, Mental Health and Critical Services departments to provide further support to the Gender and Sexuality Alliance (GSA).

2. Approval of the Agenda

Moved by Sue Cowin,

THAT the agenda be approved.

Carried

3. Department Update

3.1 Superintendent's Report

a. Learn at Home Parent Resources

Superintendent Baker highlighted that the Learn at Home Program has served to amplify inequalities amongst learners. At this time the District is shifting policies and procedures that will make a difference. The work of ACE has been foundational in informing strategic actions to be taken going forward.

The Learn at Home Parent Resources were included in the meeting package for information, in English, French and Arabic, for every grade level.

b. Questions from ACE Members

In advance of the meeting, ACE sent questions to the District representing various concerns. Listed below are the questions (Q) from the committee and answers (A) from Superintendent Baker:

Q: How is OCDSB ensuring all students have access to the devices they need to fully participate in distance learning? How is OCDSB ensuring all students have access to reliable, high-speed internet to continue their education?

A: At the outset of the school closure on 13 March 2020, the school principals, vice principals and educators connected with every family to determine their technology needs. Three phases of technology were deployed by courier service in consultation with Ottawa Public Health (OPH). To help students learn at home, Business & Learning Technologies (B<) delivered more than 11,000 Chromebooks and over 1178 Internet Hotspots to students in need. A process is in place to ensure that the technology is adequate and the student is fitted with the applications required. Some staff required access to devices and wireless fidelity as well.

Q: How is OCDSB supporting schools in structuring instructional time to meet the needs of students with varying levels of access to the internet and technology?

A: The District continues to process families through the FamilyReception Center to ensure that those students have access to the internet and technology. For all families, the ability to access the time and space to learn at home is different. Teachers are being encouraged to offer flexible

learning periods. Educators are connecting personally with each student to understand their lived reality and learning goals. The dynamics of the Learn at Home Program has raised any relationship gaps between the teacher and student to be bridged.

Q: How is the OCDSB supporting students with disabilities who need specialized instruction, related services, and other supports during school closures?

A. From the outset of the emergency closure, Learning Support Services (LSS) staff started reaching out to teachers in specialized program classes and Learning Support Teachers to coordinate support for students and staff. LSS has developed an extensive assortment of professional learning opportunities for all educators (teachers, education assistants, early childhood educators) on how to provide support in an on-line environment. Virtual work spaces for teachers were created, online workshops and webinars are available, and collaboration is occurring across same grade teams.

School-based mental health staff have been providing remote support to students, including virtual tele-health practices.

At Crystal Bay Centre for Special Education and Clifford Bowey Public School, educators are engaging with students on a daily basis, along with connecting parents to external resources.

Q: How is OCDSB ensuring the instructional needs of English language learners are supported during school closures?

English Language Learners (ELL) are being supported in the following ways:

- Coaching sessions and workshops for educators;
- ELL Google site updated to reflect strategies to support during learning at home;
- Ongoing home-school communication with support of Multicultural Liaison Officers (MLOs);
- The use of school-specific strategies, for example YouTube videos simplifying Board messaging;
- Weekly check-ins with ELL teachers; and
- Department collaboration on how to use the technologies provided.

Superintendent Baker noted that she is a part of the Ottawa Local Immigration Partnership (OLIP) Health and Well-being Table. Currently the discussions are focussed on support mechanisms for refugees, immigrants, new comers, and racialized people in the community during

the COVID-19 era. Overcoming communication challenges require the help of many community partners.

Q: What kind of support and professional development are you providing to teachers, teacher's assistance etc, in supporting the needs of boys, students in special education, English language learners, First Nation, Inuit, Métis, African/Caribbean/Black - groups that have been explicitly identified by the Literacy and Numeracy Secretariat as under-performing?

A: There is a collaborative effort at the District to provide ongoing online professional development for the educators. Departmental sessions are available for Program and Learning, Indigenous Education, Equity, English as a Second Language, English Literacy Development, Business & Learning Technologies, Learning Support Services, and Innovation and Adolescent Learning. Some of the classes in Equity include: “Let’s Talk Equity”, “Let’s Talk Gender”, “Let’s Talk Race”, “and Let’s Talk Accessibility”. In response to the feedback on the needs of teachers, early childhood educators and office administrators more subjects are being added to the list. The Indigenous Education Teams are engaged in ‘virtual lunch and learn’ and ‘tea and talks’ sessions, exploring topics such as “What is an Ally” and “How to Integrate Social Justice and the Indigenous Perspectives into the Classroom Curriculum”.

Q: How is OCDSB supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures? How are you maintaining regular communication with students and families — particularly the most vulnerable — during school closures?

A: All OCDSB owned channels have been used in communications response efforts as appropriate. This includes emails to all parents, students and staff; social media outreach via Facebook, Twitter and Instagram; and the OCDSB website has served as a central information hub. The MLOs have helped with the outreach work to families and reporting to the District on the well-being of families.

Beyond this, the OCDSB has maintained regular contact with local media outlets and also purchased advertisements in multiple languages to reach diverse communities through CHIN radio.

The Education Foundation of Ottawa is supporting vulnerable students in the District. Clarissa Arthur, Executive Director of the Education Foundation of Ottawa, has reached out to the communities to purchase and arrange for delivery school supplies for seven hundred students doing

schoolwork at home. Through a program called 'Bridges over Barriers', \$26,000 dollars has been directed towards students who fall under the crisis umbrella. This fund is established based on the values of equity and the need for early intervention, with a commitment to maintaining the dignity of every individual who is a benefactor of this fund.

Q: How is OCDSB measuring student progress to ensure students and families have an accurate picture of student performance for this school year?

A: Due to the Ministry-mandated school closure, student learning will be assessed on their work from the beginning of term 2, ending 13 March 2020. If there is evidence collected from the teacher that demonstrates improvement from 23 March until 19 June, it will be reflected in a final grade. The report card grade will not be lower than the mark the students had on 13 March 2020. The work assigned in the Learn at Home Program addresses all the key concepts so the students will be ready for the following year. New and differentiated ways of learning for each student have been introduced during the extended closure. Educators are recognizing the strengths that every student brings with them based on their life experiences.

Q: How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for post secondary and/or career?

A: To support grade 12 students in successfully graduating in June 2020, Innovation and Adolescent Learning (IAL) is offering funding to schools to hire an occasional teacher (OT) to work in concert with their student success teacher (SST) to enhance supports for students who are currently at risk of not graduating due to low credit accumulation.

Funding has been offered to hire occasional teachers to work with the student success teachers. Students are encouraged to connect their learning to the requirements of credit.

Kyl Morrison was hired with Ministry funding as the Indigenous Graduation Coach. Tess Porter and Souad Musa were both hired to support Black students with their graduation and future aspirations. All three coaches will work throughout the summer.

c. Supplementary Information

a. Translation and Translated Supports for English Language Learners

The District's Translation and Translated Supports for English Language Learners was included in the agenda package for information.

b. Communications from the District During Co-VID 19

A document detailing the communications from the District during COVID-19 was included in the agenda package for information.

d. Identity Based Data Collection Infographic

Executive Officer Giroux reported on the timing and process of the Identity Based Data Collection project. The information was collected through a survey called "Valuing Voices: Identity Matters" launched in November 2019 and closed at the end of January 2020. Since that time, The Research, Evaluation & Analytics Division (READ) team have been analysing the data.

In the spring of 2019, focus groups with community partners were held to help identify systemic barriers and bias in the education system before the collection of identity based data. Care was taken to educate staff as to why identity matters, broaden the understanding of identity, and support students and colleagues with issues of identity. Proportional identity representation between students and staff was highlighted as an area to improve upon in hiring practices. Programming issues were brought forth from special education students, along with concerns about streaming practices in the District. Participants identified the need for further connectedness to uphold relationships and increase a sense of belonging. The six key areas requiring action were as follows:

- Acknowledge that racism and bias exist in the education system;
- Listen to what students, parents and community partners saying;
- Gain an understanding of the values and lived experiences that shape students' identity;
- Increase representation of diverse groups in staff to promote greater sense of belonging for students;
- Be sensitive in the data collection and reporting so as not to reinforce stereotypes; and
- Understanding how identity matters to allow students to engage in opportunities to address the experience of identity.

The survey was designed to gather information about the OCDSB student population. For students in Kindergarten through Grade 6, parents/guardians were invited to complete a survey on behalf of each child. Students in grades 7- 12 were invited to complete the survey in school during class time. The survey was distributed electronically using a direct email link through the Qualtrics research platform; hard copies were made available upon request and sent via Canada Post to those families

without an email contact on file. Participation in the survey was voluntary, which means that individuals were able to opt out of survey completion entirely or opt out of specific questions. The Valuing Voices survey was translated into many languages. Evenings were held at the family reception centre where MLOs assisted with the completion of the surveys. The District was pleased with the overall participation rate of 46.5%. Further work is being undertaken to identify the voices that have not been captured.

Since the data collection has occurred, other steps towards the analysis and reporting include, entering the data of the 300 paper surveys, checking for any inaccuracies or inconsistencies in the database, reviewing all data fields to ensure data is in a format that is ready for analysis, reviewing the legal requirements for reporting as per the Ontario Data Standards, and executing a plan for data analysis and the production of a summary level report. At the end June 2020, the Board of Trustees will be presented with the summary of the survey. Once the survey data has been released, meetings with community partners will be scheduled to review the data and highlight priority areas of study. The data will be used to better understand achievement gaps, suspension and expulsion rates, streaming practices, the engagement levels of students and whether certain groups of students feel more or less safe at school.

There will be no data suppression in the full report of the findings. A data set containing the numbers and percentages for each item on the survey will be made available on the District website.

Executive Officer Giroux noted the District has a strong commitment to improving equity of access and opportunity for all students. In 2011, the District completed a comprehensive student survey which was a “snapshot” in time. A series of thematic research reports were derived from collecting this data. The 2011 collection project better equipped the District to undertake the recent survey. The 2019-2020 Valuing Voices survey was different in that it asked for census data as well as perceptual data such as sense of belonging. The Valuing Voices survey is intended to be the beginning of a cyclical data collection period.

4. New Business

4.1 Learn at Home Program Issues and Concerns – Breakout Discussion

Superintendent Baker sought the input of the committee on issues from the community pertaining to the Learn at Home program.

The committee was divided into three discussion groups. Key considerations were summarized in the following points:

- Parents are unsure of the implications behind the phrase “Learn at Home”, lending itself to the idea that parents can perform the tasks of teachers;

- There is little support with assignments. The Learn at Home document provided by the District regarding number of hours of study is challenging to understand and represents an unrealistic time allotment to complete the work for the week;
- The work/life balance for the parents supporting their children's learning is overwhelming and stressful;
- Some parents enjoyed the mix of synchronous and asynchronous learning;
- Kindergarten children prefer active play and find online sessions difficult;
- There were inconsistent expectations from different teachers;
- The Learn at Home Program was challenging for those students with exceptionalities;
- The structure of the classroom was missed by students;
- Parents who do not speak French could not assist their child's French learning assignments;
- The education style is teacher-centred and elementary students do not know how to learn by themselves;
- Resources were a major issue. Some households were struggling to share a computer and connectivity;
- This was a precipitous change and teachers should be congratulated for all they did in such a short amount of time to plan for a pandemic of this nature;
- Increased mental health risks and decreased academic engagement were affected by increased isolation;
- Unsafe home situations for students who are not able to be out at home;
- Trans and gender diverse students who were socially transitioning at school are now stuck at home unable to be themselves;
- Many Rainbow Clubs were not able to meet virtually;
- Parents of primary aged students are suffering from fatigue;
- Children the are generally shy are uncomfortable with the virtual meeting environment;
- Many parents expressed confusion with the messaging regarding grade improvement and the difference in direction from one teacher to another;
- Many parents noted that there was not enough interaction with the teacher and would like more teacher led learning;
- Many newcomer families do not have the computer language literacy to access the Google classroom and the issues of poverty and multitasking parents need to be considered in future learn at home models;
- COVID-19 has had a significant impact on Ottawa's Black, racialized and vulnerable communities. Language is an issue;
- Special education students have also been negatively impacted by the Learn at Home model. Additional support from Learning Support Teachers and Learning Resource Teachers is required

Superintendent Baker thanked the committee for their feedback.

4.2 Orientation and Next Steps

The committee was in agreement that they would like to participate in an orientation session over the summer break, if possible. It is important to them to understand how their work fits into the work of the other advisory committees.

5. Adjournment

Chair Hayles confirmed that the questions left in the chat function of the on-line meeting will be answered by District staff and appended to the final report (Appendix A).

The meeting adjourned the meeting at 8:11 pm.

Elaine Hayles, Acting Chair, Advisory Committee on Equity

Appendix A

On-line Questions from Advisory Council on Equity Members

4 June 2020

1. How does (the work of the committee) translate into support from Educator Allies in the White and non-BIPOC communities? Is one way the hiring and retention strategy of educators who support that represent the community (BIPOC)?
 - A. Equitable hiring practices, staff census and staff affiliate groups are intentionalized in the draft Indigenous, Equity and Human Rights Roadmap. Currently, there is a Black Educators Network and Rainbow Educators network in place. Many schools both elementary and secondary have affinity student groups e.g. Black Youth Diversity Clubs, Rainbow Clubs, Indigenous Voices etc..whose voices also inform the work.

2. Most of our ESL students come from a very teacher centered educational system. I have heard from these families that they are very lost and they don't know how to help their children. What plans do we have for them?
 - A. The Equity team has been working with OCISO and OLIP to identify specific issues and strategies to support ELL students and families which include accessing the technology and platforms, communication and interpretation of information, etc...Translation of "how to" videos for google classroom and google meet have been developed in Arabic with more to come. Translation of key District communications has been undertaken. At the school level, staff and MLO's are helping to identify specific needs of families and addressing them. There are many challenges remaining and a communication and engagement strategy is identified in the draft Indigenous, Equity and Human Rights Roadmap to specifically address ongoing support.

3. How do we get through to teachers that when they insist that students turn on their cameras during classroom meetings, that it increases inequity? Students may live in poverty and not want their teachers and classmates to see their homes, they may be in a situation where they have escaped abusers and not want to risk being located (these meetings can and have been hacked into), they may be living in Foster Care situations, they may still live with an abuser who tightly controls their access to internet and communications with outside individuals. Teachers are demanding that student's turn on their cameras and it is a violation of privacy.
 - A. Communication to educators around sensitivity and equitable practices has taken place. Students may choose whether or not to use video at their discretion.

4. Do you have the numbers of how many students are participating in Learn at Home? Are there some schools with lower participation rates? Please delve into the statistics on participants by group: Special education, English Language Learners, radicalized and indigenous.
 - A. We do not have the specific numbers disaggregated by group as some of those data points would be through the Identity-Based Data which is in progress. All schools reached out to families who were not engaging and connection was made with them all. There were a variety of reasons provided for not participating. There was a drop in engagement towards the end of June. The District will be monitoring participation rates as we head into September for any situation requiring an online component.

5. Inuktitut is many parents' first language. With 40% of the population living outside of their traditional territories and Ontario seeing a 65% increase in Inuit population within 5 years, there is a need to consider translation of documents/communications into Inuktitut as well.
 - A. Inuktitut has been identified by the Indigenous Education team as a critical language for translation.
6. What was the rationale in stating grades could be revised if the student demonstrated evidence of improved learning while at home. This does not take into consideration the varying schedules/availability to support that the elementary parent community is experiencing during the pandemic. How is this equitable?
 - A. At elementary, grades were based on assessment and evaluation as of March 13. Teachers were able to use professional judgement to determine if there was improvement on that assessment as a result of learning after March 13, keeping the variability of student and family ability to access in mind. The key in this was to ensure that students were not penalized following March 13. Educators were encouraged to personalize learning for students to optimize their success based on their individual circumstances.
7. What supports are available for students with individual education plans?
 - A. Learning Support teachers, Learning Resource teachers, Educational Assistants and central staff worked with classroom teachers and students in support of students with Individual Education Plans.
8. What type of support is available for students in French Immersion for whose parents do not speak any French?
 - A. This has been raised provincially as an issue and continues to be a challenge for parents who do not speak French. Early, Middle, and Core French teachers are available for support for students.
9. How is the Identity-Based Data Collection survey work acknowledged and incorporated?
 - A. This work very much informs the Equity, Human Rights and Indigenous roadmap going forward. The baseline data will be key in establishing measurements of success.
10. Does the Identity-Based Data Collection survey examine suicidal ideation rates in students?
 - A. It does not examine this specifically however within the disability section there was an option to identify mental health.
11. Will we have the availability to review either the raw data or unsuppressed data from the Identity-Based Data Collection survey?
 - A. There is a link on the OCDSB website under Valuing Voices to download the public use data file. This is a requirement of the provincial data standards.

12. Please explain the Equity and Diversity training in place for staff. Mandating this training is an extremely important point when it comes to student performance and inclusivity.
 - A. Currently, there are two mandatory modules ~ Diversity and Inclusion Fundamentals and Unconscious Bias. In addition, there are on-line Equity Talks sessions facilitated by the Equity team, Indigenous Education session facilitated by the Indigenous Education team. Culturally Relevant and Responsive Pedagogy training is delivered to key educators and staff on an ongoing basis. Finally, there is a comprehensive approach to training outlined in the draft Indigenous, Equity and Human Rights Roadmap.

PARTIAL DOCUMENT

**Indigenous, Human Rights and Equity Roadmap
A Pathway Forward
2020-2023**

***This draft outlines actions to be taken. The final document will contain annual milestones and measures.**

Draft

Land Acknowledgement

We acknowledge that our learning is taking place on unceded and unsurrendered Algonquin Territory. We thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.

<graphic>

Students are why we are here. To serve students first, each student must be seen, heard and know they matter within the Ottawa Carleton District School Board (OCDSB) community. To serve students first, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different styles of learning and valuing, respecting and leveraging the strength of each student's individual and intersecting identities. To serve students first, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world.

Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.
Professor George Dei

Serving Students First - *Every Student has a Story*

Some OCDSB students can trace their ancestry to the stewards and knowledge keepers of the land on which we live, learn and work. Others are descendants of colonizers, enslaved peoples, settlers and visitors. Some are immigrants. Some are refugees. Most were born in Canada.

Some OCDSB students come to us with dreams and questions about who they are to become in their school, their community, country and the world. Some are curious about how to transform their dreams and passions to create a life and a living. Others have doubts and fears about the high or low expectations others have of them. Some are assertive in pursuing their path while others shine through their ability to observe. Some are extroverts. Some are introverts skillfully navigating the world of extroverts.

Some OCDSB students have siblings. Some are an only child. Some are adopted. Some take care of their siblings before and after school, while their parents work one or two jobs. Some help with an ailing parent or ageing grandparent. Some are surrogate parents when one parent's job is in another city, another province, another country or, while mom or dad are temporarily unemployed and seeking work. Some of the students we serve are adults.

Some OCDSB students live in two-parent families with mom and dad or two moms or two dads. Some live with family or friends who are their guardians. Some live in blended families. Some live with multiple generations under one roof. Some live in a single-parent household. Some live on their own. Some live with foster parents. Some live in group homes. Some live with multiple families under one roof. Some live in subsidized or multimillion-dollar houses. Some live in

apartments or single, duplex or multi-story homes in rural, suburban and urban neighbourhoods. Some walk across the street to school. Some ride across the city on a bike, in a car, a taxi or on a public or school bus. Some cross provincial and international borders to attend our schools.

Some OCDSB students have experienced intergenerational, recurring or recent trauma, microaggressions, inequality and marginalization. Some have been bullied within and outside of our schools. Some have experienced sexism, heterosexism, racism, genderism, ableism, sanism, and faithism (e.g. Islamophobia, antisemitism and anti-Sikhism) within and outside of our schools. Some students have addictions. Some question their sanity. Some question what it feels like to be culturally safe. Some question what it feels like to be truly welcomed. Some wonder what it feels like to truly belong.

Some OCDSB students are seeking language, beyond the approximately 150 spoken in our schools, to express these experiences, while others are learning to be fully self-expressed through spoken word, dance, sports, student clubs and student forums within and outside our schools. Some seek support to navigate and negotiate these experiences within and outside our schools. Some receive support from one or more caring adults in their schools: custodians, Education Assistants (EAs), Early Childhood Educators (ECEs), teachers, Multicultural Liaison Officers (MLOs), office staff and administrators. Others gain support from family members, friends, and communities of faith or nature.

“Educational equity means each child receives what he or she needs to develop to his or her full academic and social potential.” National Equity Project

Introduction

The Ottawa-Carleton District School Board has a strong commitment to human rights, equity and inclusion and while many steps have been taken to identify and dismantle the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do. As a school district, we acknowledge that racism and all forms of oppression exists in our systems, structures, policies and practices. It shows up specifically as anti-Black and anti-Indigenous racism, Islamophobia, antisemitism, and anti-Sikhism, transphobia and homophobia and discrimination against people with disabilities. It shows up as disproportionate representation in our staffing and leadership structures and it results in disparity and disproportionality in outcomes and experiences for Black, Indigenous, racialized and minoritized students, including two spirit and LGBTQ+ (2SLGBTQ+) students.

Disrupting and dismantling these systems, structures, policies and practices by actively engaging in anti-racism and anti-oppression work at all levels of the organization is at the core of creating a culture of innovation, care and social responsibility and of ensuring that every student is supported to achieve their potential. It is also our obligation under the *Education Act*, the Ontario *Human Rights Code* and the *Canadian Charter of Rights and Freedoms*, to ensure that all students have equal opportunity to access their right to education free from systemic barriers like discrimination and harassment and with the support of accommodation when needed. The OCDSB is committed to taking clear and measurable actions in this urgent work, to be accountable and transparent in reporting on progress, and to focus on equitable and impactful outcomes for student achievement and well-being.

The rights of students with disabilities to access education are specifically protected from discrimination under the Ontario *Human Rights Code* and *Accessibility for Ontarians with Disabilities Act*. It is important to note that while students with special education needs, including students with disabilities, are served within this Roadmap, the annual Special Education Plan provides a more fulsome overview of specific supports and programs for students with exceptional needs.

It is also important to note that while the Roadmap is inclusive of diverse perspectives in its design, with an intentional focus on addressing racism and oppression of individuals and groups that systemically experience discrimination, the commitment to students, families, and communities who identify as Indigenous, is specifically highlighted with focused goals and actions in recognition of the unique relationship and responsibility to First Peoples of this land, to honouring the Truth and Reconciliation Commission of Canada: Calls to Action and to implementing the principles endorsed by Canada in the *United Nations Declaration on the Rights of Indigenous Peoples*.

Finally, this work can only be done in authentic collaboration, partnership and full transparency with students, families and the communities whom we serve. The OCDSB is committed to centering student voice, developing parental and community partnerships and together co-creating a place where everyone has an opportunity to learn and work in spaces of respect, joy and belonging.

Overview

The Indigenous, Human Rights and Equity Roadmap is crafted around the five themes identified through the Valuing Voices focus groups conducted in Spring, 2019:

Importance of Identity
Staff Awareness
Representation
Programming for Students, and
Connectedness

An additional section, “Securing Accountability”, sets out specific actions, reports, and communication structures by which to measure progress with transparency.

Sections

1. Securing Accountability Key Highlights
2. Indigenous Roadmap Key Highlights
3. Human Rights and Equity Roadmap Key Highlights

Securing Accountability

Governance and Leadership

Organizational Structures

- Establish Indigenous and Equity in Education Division in collaboration with the independent Human Rights and Equity Advisor (HREA)

- Establish an Indigenous Trustee position

Policy Development and Review

- Establish and implement a cyclical review of OCDSB policies and procedures applying an Indigenous, human rights and equity lens
- Develop Anti-Black Racism, Human Rights, Gender Identity and Gender Expression and Indigenous cultural practices policies and procedures
- Review of Safe Schools policy and procedures including practices around police engagement with schools

Advisory Committees

- Review and update policy, roles and responsibilities of Advisory Committees/Councils to ensure diverse representation
- Establish Student Equity Advisory Committee representative of the demographics and intersectionalities of students, with whom the Director and senior staff may consult on student-related policies, programs and initiatives

Reporting

- Conduct an external Equity Audit to review and identify key structures, policies and practices that create systemic barriers to equitable outcomes and report to community
- Establish Annual Equity Accountability Report (to be included in the Annual Director's Report) establishing accountability measures and responsibilities for school and district leadership that,
 - a) Reports on clearly defined student outcomes including eliminating disparities in achievement of students from various communities,
 - b) Includes suspension, expulsion, and graduation rates; representation in special education and district programs and pathways, credit accumulation and student absenteeism disaggregated by school, grade, race, language, disability, sex, gender, Indigeneity and socio-economic status, and
 - c) Provides reporting on progress towards improving outcomes for all students, and
 - d) Provides reporting on progress towards goals identified in the Indigenous, Human Rights and Equity Road Map
- Establish equity goals in Board and School Improvement Plans to identify, measure and address disproportionate access, opportunities, representation, outcomes and experiences for students

Professional Learning and Capacity Building

- Develop comprehensive professional learning plan tied to specific goals, actions and measurable outcomes to engage Trustees, senior staff, and school leaders in anti-racism, anti-oppression, human rights and Indigenous Education for system and school change (to be included in Annual Director's Report)
- Establish and implement mandatory annual orientation and learning plan to address legislative obligations and responsibilities; overview of OCDSB governance and key policies, including but not limited to policies concerning Trustee conduct, conflict of interest, Indigenous, equity, and human rights education.

Performance Reviews

- Performance appraisals for principals, supervisory officers, the Director and Associate Director will include accountability for goals, actions and outcomes identified in the Indigenous, Equity and Human Rights Roadmap

Indigenous Education Roadmap



Importance of Identity

- Expand annual Indigenous Education report on funding allocations and outcomes of goals identified for the Board Action Plan for Indigenous Education by the Indigenous Education Advisory Council to include markers on progress using disaggregated identity-based data
- Cyclically, collect, disaggregate, analyse and use identity-based data to document progress made eliminating disproportionalities in suspension, expulsion, and graduation rates; representation in special education programs and pathways, credit accumulation and student absenteeism for Indigenous students
- Conduct Staff Census
- Expand cultural spaces in schools - Four Directions

Build Staff Awareness and Capacity

- Establish cyclical mandatory professional learning for school and district staff in anti-racism, anti-oppression, human rights and Indigenous Education
- Establish goals in Board and School Improvement Plans to identify, measure and address statistically significant disparities and disproportionalities suspension, expulsion, and graduation rates; representation in special education and district programs and pathways, credit accumulation and student absenteeism for Indigenous students
- Create an annual capacity building series and multimedia campaign on Indigenous Education
- Establish minimum level of competence in Indigenous Education as a prerequisite for hiring and promotion

Representation

- Conduct Employment Systems Review
- Develop and implement an Equitable Recruitment Strategy for Indigenous staff to increase

representation at all levels of the organization

- Implement Leadership Development Plan for Indigenous staff
- Establish Indigenous staff affiliate network
- Establish Indigenous student leadership council
- Expand Indigenous Education team
- Establish Indigenous Trustee Position

Programming and Support for Students

- Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices in all pathways in all secondary schools
- Redesign Social Studies, History and Geography, Grade 9-12 English to include and represent Indigenous histories, perspectives and ways of knowing in content, resources and delivery
- Establish cultural mental health supports for students who identify as Indigenous
- Provide resources and support for pathways to success and graduation for Indigenous students (e.g. Indigenous Graduation coach program, Indigenous Student Success coordinators, post-secondary mentorship program)
- Expand InSTEM programming in secondary schools
- Expand mathematics/beading partnerships in schools
- Ensure all Indigenous students have access to technology for learning
- Develop district strategy to support transitioning students who identify as Inuit from the North
- Establish Elders in Residence Program
- Provide continued joint support with Ottawa Catholic School Board and the Ontario College of Teachers for Uquasilirijiit Elders Circle for Inuktitut language teacher accreditation
- Pilot English with Core Inuktitut program
- Establish Anishnaabek/Algonquin Elders Circle for Algonquin language speakers accreditation by the Ontario College of Teachers
- Create land-based learning opportunities for Indigenous students

Engagement and Connectedness

- Co-create and implement Indigenous Community Partnership, Parental Engagement and Communication Strategy to strengthen relationships (to include translation, interpretation services and outreach)
- Expand leadership and networking opportunities for Indigenous students (e.g. establishing digital networking platforms and Indigenous Youth leading Youth face to face workshops)
- Establish annual multimedia Speakers Series on Indigenous Education, cultural competency, and Indigenous rights for students, staff, parents/guardians, community

Human Rights and Equity Roadmap

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Importance of Identity

- Cyclically, collect, disaggregate, analyse and use identity-based data to identify and document progress made eliminating disproportionalities in suspension, expulsion, and graduation rates; representation in special education, programs and pathways, credit accumulation and student absenteeism for Black, racialized and minoritized students, including 2SLGBTQ+
- Conduct Staff Census

Build Staff Awareness and Capacity

- Establish cyclical mandatory professional learning for school and district staff in anti-racism, anti-oppression, human rights and Indigenous Education
- Develop and provide on-line professional learning in assessment and evaluation practices and build monitoring into the school improvement planning process
- Create an annual capacity building series and multimedia campaign on anti-Black racism, human rights and equity
- Establish minimum level of competence in human rights and equity as a prerequisite for hiring and promotion

Representation

- Conduct Employment Systems Review
- Develop and implement an Equitable Recruitment Strategy to increase representation of Black, racialized and minoritized staff at all levels of the organization
- Develop and Implement a Leadership Development Plan for Black, racialized and minoritized staff
- Establish staff affiliate networks (Black, Racialized, and minoritized staff)
- Establish student leadership councils (Black, Racialized, and minoritized students)

Programming and Support for Students

- Redesign Social Studies, History and Geography, Grade 9-12 English to include and represent Black, racialized, and minoritized histories, perspectives and ways of knowing in content, resources and delivery
- Pilot destreaming grades 9 and 10 in select secondary schools starting with high Black and racialized student representation
- Develop and Implement Black Studies courses across the district
- Modernize and review supports for English Literacy Development program
- Establish links with culturally specific mental health supports for Black, racialized, and minoritized

students

- Provide resources and support for pathways to success and graduation for Black, racialized and other minoritized students (e.g. Graduation coach program, Rainbow Bridges program for 2SLGBTQ+)
- Conduct diversity review of all school libraries, learning commons, and classroom resources
- Develop comprehensive communications plan for parents, guardians and students regarding secondary program placement and course selection process and opportunities
- Develop and implement inquiry in select schools to address equitable access to opportunities, learning, and outcomes: Student Achievement Through Inquiry (S.A.T.E)
- Ensure all students have access to technology for learning

Engagement and Connectedness

- Co-create and implement Community Partnership, Parental Engagement and Communication Strategy to include translation, interpretation services and outreach
- Expand leadership and networking opportunities for Indigenous, Black, racialized or other minoritized students (e.g. expanding annual youth forums and establish digital networking platforms)
- Establish annual multimedia Speakers Series on anti-Black racism, Black Excellence, cultural competency, and human rights for students, staff, parents/guardians, community

Glossary: To be included

Resources include but are not limited to:

[Ontario's Equity and Inclusive Education Strategy 2009](#)

[Ontario First Nation, Métis, and Inuit Education Policy Framework 2007](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#) - Articles 13, 14, 15

[Truth and Reconciliation Commission of Canada: Calls to Action](#) - Calls 62, 63, 64

[Canadian Charter of Rights and Freedom](#) - Section 15 - Equality Rights

[Ontario Human Rights Code](#) - Preamble, Article 1

[Ontario Anti-Racism Act](#)

[Review of the Peel District School Board](#)

[Black Legal Action Centre - Peel District Review](#)

[Stephen Lewis report on race relations 1992](#)

[Restacking the Deck](#)

[A Better Way Forward - Ontario's 3-Year Anti-Racism Strategic Plan 2017](#)

[MMIWG-FFADA](#)

[Addressing Anti-Black Racism in Ottawa: Forum Summary Report](#), 2017.

[Towards Race Equity In Education: The Schooling of Black Students in the Greater Toronto Area.](#)

[Reclaiming Power and Place](#) The National Inquiry's Final Report on Missing and Murdered Indigenous Women and Girls (MMIWG)

[The We Rise Together Report](#) Prepared for the Peel District School Board (2019)

[Royal Commission on Aboriginal Peoples](#) (1991)

[For the Love of Learning: Report of the Royal Commission on Learning \(HTML Version\)](#)
[OHRC submission regarding the Government consultation on the education system in Ontario,](#)
December 2018

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