

ADVISORY COMMITTEE ON EQUITY

Thursday, September 24, 2020, 6:00 pm

Zoom Meeting

Pages

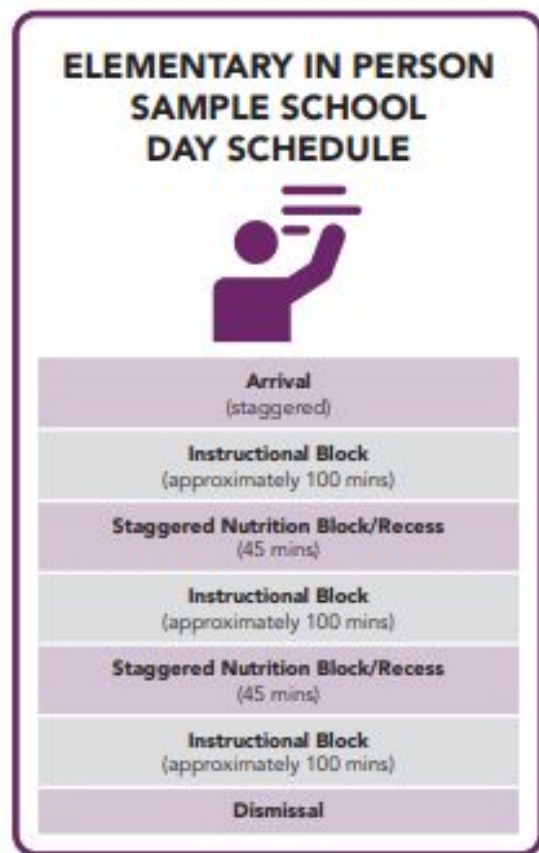
1.	Welcome	
1.1	Land Acknowledgement	
2.	Approval of the Agenda	
3.	Community Voice (Delegations)	
4.	Update on the Return to School	2
5.	Discussion	
5.1	Update on the Indigenous, Human Rights and Equity Roadmap Document	32
6.	Review of Advisory Committee on Equity Report	
6.1	ACE Report 23 July 2020	58
7.	Committee Reports	
7.1	Committee of the Whole	
8.	Information	
8.1	Election Selection Process	
8.2	ACE Meeting Schedule 2020-2021	64
9.	New Business	
10.	Adjournment	



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Elementary In Person



- Progressive start beginning September 14th, 15th or 16th.
- Day 1, Day 2 and 3 model starting with younger grades and adding daily. Specific grades vary by school.

Example, K-8 school

- Day 1 - grades 1-3, plus specialized class;
- Day 2 grades 1-3 joined by students in 4-6 and some kindergarten students;
- Day 3 joined by students in grades 7 and 8 and the rest of the kindergarten students.



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Farley Mowat Welcome Back!



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Elementary Class Sizes

	Ministry Requirement	Original Projected Averages for Sept 2020	In Person Averages Sept 2020	Remote Averages Sept 2020
Kindergarten	Average of 26; cap of 29	25.57	22.4	28.9
Primary Grades 1,2, 3	Cap of 20 (10% up to 23)	19	17.6	21.1
Junior Grades 4,5,6	No maximum District average of 24.5	24.5	22.2	33.8
Intermediate Grades 7, 8	No maximum District average of 24.5	24.5	22.2	33.8

As of August 31, 2020



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Secondary In Person

- September 8th and 9th orientation for Grade 9 students – well received
- All students started - September 10th (Cohort A) and 11th (Cohort B)
- Students at Sir Guy Carleton, Ottawa Technical High School, Alternate Schools, and Safe Schools classes follow a modified version of this schedule.



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Secondary In Person

Semester 1

Cohort A in person

Remote Support

PD Days

Cohort B in person

Start dates for quadesters or reporting periods

Holidays

End dates for quadesters or reporting periods

Octomester start dates for IB sites

The same cohort starts this week as ended last week

September 2020						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
		Staggered Entry	Staggered Entry	P1	P1	
13	14	15	16	17	18	19
	P3	P3	P3	P3	P3	
20	21	22	23	24	25	26
	P1	P1	P1	P1	P1	
27	28	29	30	1	2	3
	P3	P3	P3			

October 2020						
S	M	T	W	T	F	S
27	28	29	30	1	2	3
				P3	P3	
4	5	6	7	8	9	10
	P1	P1	P1	P1	P1	
11	12	13	14	15	16	17
		P3	P3	P3	P3	
18	19	20	21	22	23	24
	P1	P1	P1	P1	P1	
25	26	27	28	29	30	31
	P3	P3	P3	P3	P3	

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
	P1	P1	P1	P1	P1	
8	9	10	11	12	13	14
	P2	P3	P3	P3	P3	
15	16	17	18	19	20	21
	P2	P2	P4	P4	P4	
22	23	24	25	26	27	28
	P2	P2	P2	P2	P2	
29	30	1	2	3	4	5
	P4					



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OCV – Ottawa Carleton Virtual



- 17,000 students
- 1 secondary
- 6 elementary campuses
- Start on Friday, September 18th
- 700 FTE teaching positions (194 secondary, 490 elementary teachers)



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OCV – Ottawa Carleton Virtual



InnoVative • Creative • Virtual

- Most staffing assignments completed
- Student transfers complete (technical)
- Change requests under consideration
- Working towards readiness for Sept 18th

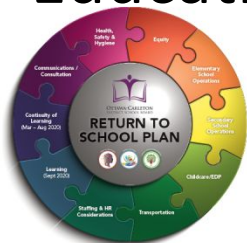


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Staffing

- Assigned 7 principals and 10 vice principals to OCV requiring transfers or appointments of acting principals and vice principals
- Reassigned approximately 700 teachers to OCV plus internal school reassignments – essentially a complete redo of academic staffing in 3 weeks
- Approximately 1000 staff requests for accommodation – approved or under review
- Redeployment of Early Childhood Educators and Education Assistants as required



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Workload Implications

- Workload implications have been significant on central and school based staff.
- Acknowledge the work of all employee groups
- Most recently, the impact on school administrators has been unprecedented
 - Staff changes
 - Distribution of PPE
 - Implementation of safety protocols
 - Parent communication



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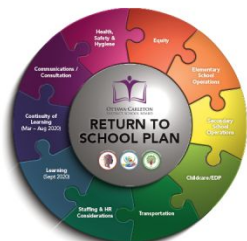


Special Education

- Students with an Individual Education Plan (IEP) will be supported by their classroom educator in-person or in virtual school model.
- Students in Specialized Program Classes (SPC) will have hybrid model – combining students in person and remote.

Panel	# in person SPC students	# of remote learning SPC students	Total SPC Students
Elementary	979	348	1327
Secondary	439	111	550

As of September 10th and subject to adjustment



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Childcare and Extended Day

- Extended day and the third-party programs will be running at all designated effective September 14.
- Due to the staggered entry, a child's first day at school will be their official EDP start date.
- Registration process is ongoing; currently estimating registration at around 50% relative to September 2019.
- Currently sitting around 2450 children in the various stages of the registration process.

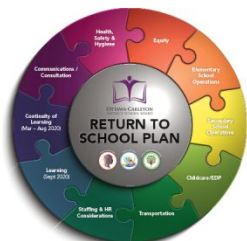


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Transportation

- OSTA plays lead role
- Driver shortage has reduced available bus service
- Situation is fluid – daily updates on OSTA website
- OCDSB has been encouraging walking school routes and transportation safety



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School Councils

- Meetings will be held using Google Meet
- Elections will be 30 days from September 14th
- School councils will need to be established for OCV schools
- Need for clarity on participation of parents of students attending OCV continuing on council at home school
- PIC meeting for discussion on September 21st



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Safety

- Employee Health and Safety a priority for PA day training
- Employee Health and Safety Video launched
- Schools have done excellent job implementing safety protocols
- OPH School Nurses are in schools and providing guidance



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Personal Protective Equipment

- Supplies received from Ministry of Education
- All staff required to wear medical grade masks
- Shields offer eye protection and are encouraged
- Gowns, shields and gloves required for toileting, exposure to bodily fluids, and certain types of cleaning



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Daily Self-Assessment

All students and staff must conduct a COVID-19 screening prior to attending school or work using OPH screening tool.



Daily Self-Assessment
 التقييم الذاتي اليومي
 Qiimaynta Naftaada ee Maalinlaha ah
 Auto-évaluation quotidienne
 每日自我评估
 Autoevaluación diaria
 Kujitathmini Kila Siku

Available in [English](#), [French](#), [Swahili](#), [Spanish](#), [Chinese](#), [Arabic](#) and [Somali](#)



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Reporting Requirements

- Daily reporting from Ottawa Public with Do Not Attend Lists (students and staff who cannot attend school/work until cleared by OPH)
- Daily reporting to Ministry of Education by schools and district
- Daily reporting of Covid-19 cases on District website



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Case and Outbreak Management

- Defined process with OPH for management of individual cases and outbreaks
- OPH defines outbreak as 2 or more cases in one school which are related to the school
- OPH is advising that individuals without a negative test result, or another diagnosis, that individuals with symptoms and their household contact self-isolate for 14 days
- OPH defines close contacts, positive cases, outbreaks and closures



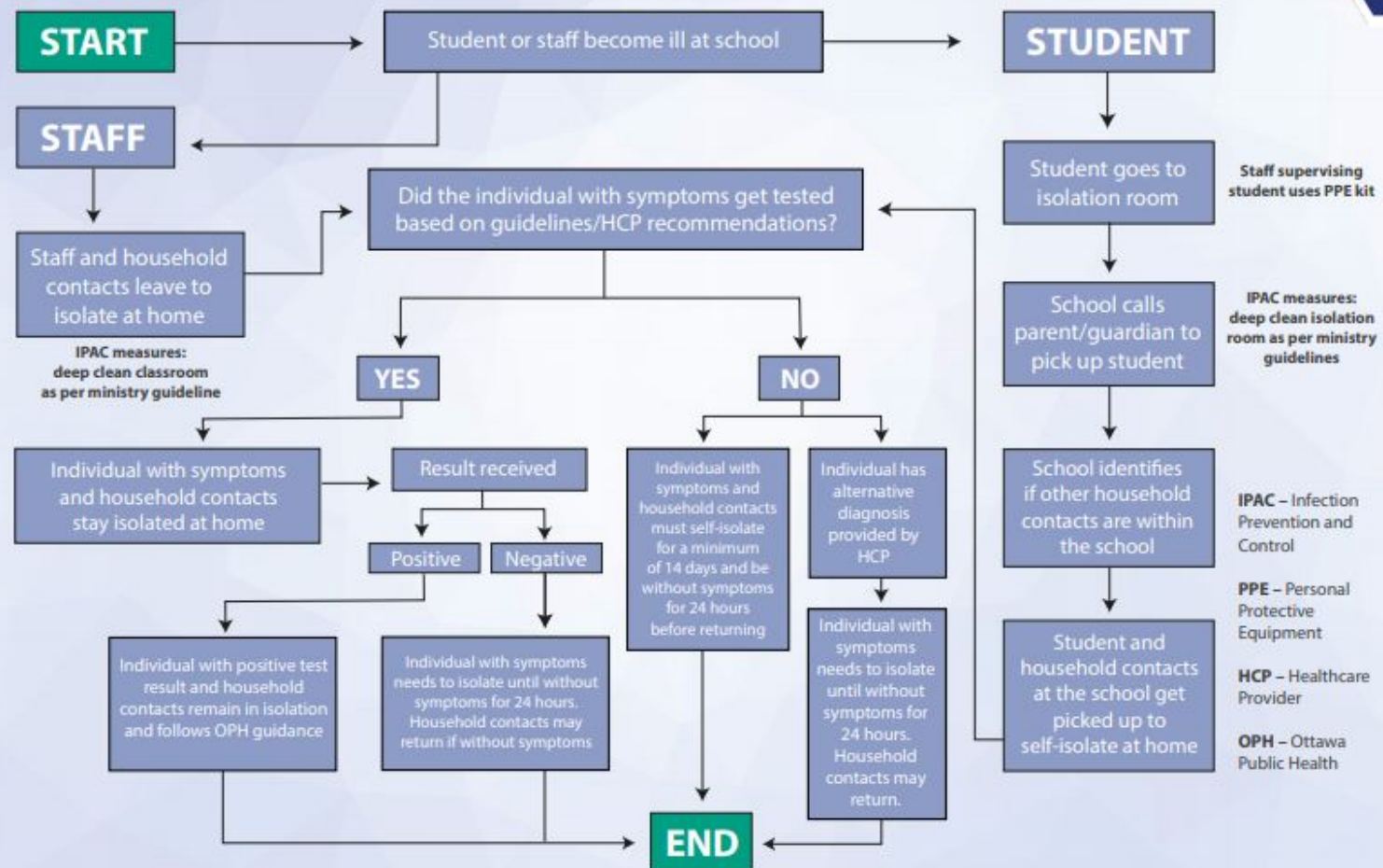
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Symptomatic Student or Staff at School

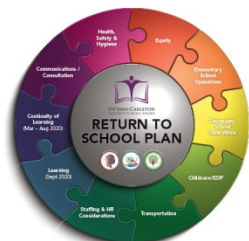
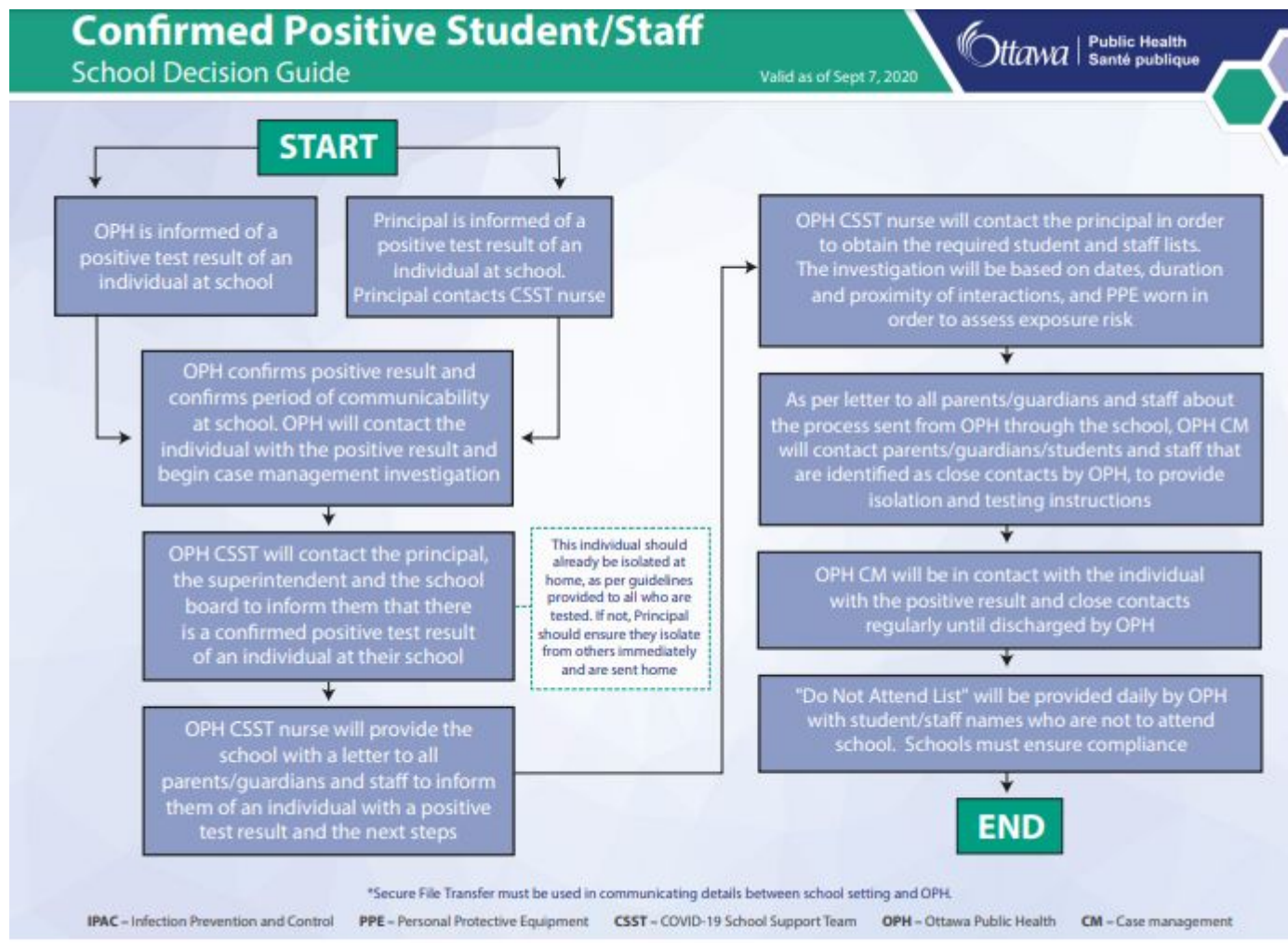
School Decision Guide

Valid as of Sept 6, 2020



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OCDSB COVID-19 Dashboard

Ottawa-Carleton District School Board / Our Schools / COVID-19 Response / OCDSB COVID-19 Dashboard

***Note:** The total number of staff cases in the table below may differ slightly from the total cases reported in the school charts as one staff member may impact multiple schools.

OCDSB Totals	
Total student cases of COVID-19	0
Total staff cases of COVID-19	0
Total classes closed due to COVID-19	0
Total cohorts closed due to COVID-19	0
Total schools closed due to COVID-19	0

OCDSB COVID-19 DASHBOARD



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Communications Updates

- Central communications have been key strategy since March 14, 2020
- Shifting focus to school based communications with central supports
- Website remains central repository supported by email, letters, social media, media, community partners
- Stability in delivery model allows for enhanced communication



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Key Communications Deliverables

- 5 videos



A Safe Return to School



A Safe Return to School (Arabic)



Watch [Director's 2020 Welcome Back Video Message for Staff](#)

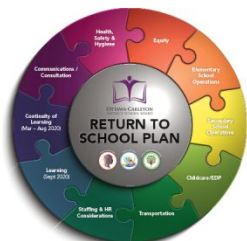
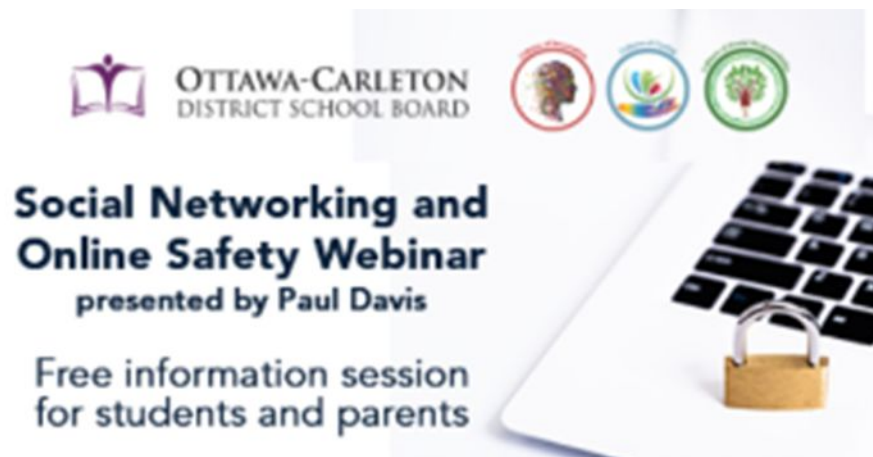


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Key Communications Deliverables

- Student and Parent Webinars
- Over 2400 participants to date



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Key Communications Deliverables

- Branding and Communications Support OCV

OCV

Southeast Elementary
Virtual Campus

OCV

Downtown Elementary
Virtual Campus



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It takes a community
To keep us all safe

| Back to school 2020



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It takes a community

To make everyone count

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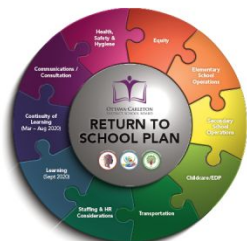


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It takes a community

To build the future we need

| Back to school 2020



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Ontario
Human Rights Commission
Commission ontarienne des
droits de la personne

Indigenous, Equity and Human Rights Roadmap Building a Path Forward 2020-2023

<GRAPHIC>

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

Professor George Dei

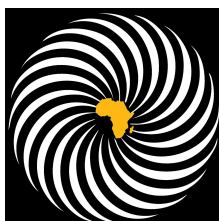
Land Acknowledgement

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

Follow the links [here](#) and [here](#) in order to learn more about the importance of land acknowledgement and its role in Truth and Reconciliation



This land acknowledgement was created in collaboration with the Algonquins of Pikwakanagan and Kitigan Zibi.



UN International Decade for People of African Descent 2015-2024

The Ottawa-Carleton District School Board supports and commits to the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected.

Serving Students First - Every Student has a Story

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.

See Me and Hear My 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, classism 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.

We Are Indigenous See Me and Hear My Story



Ottawa and the Ottawa Carleton District School Board is located on the unceded and unsundered land of the Algonquin people. However, it is not only home to the Algonquin Nation. Ottawa has the highest population of Inuit in Ontario, and Indigenous peoples from various First Nations and Métis communities reside here. It is important to understand that Indigenous peoples from every Nation have their own languages, ceremonies, traditions and ways of knowing. The Indigenous community in Ottawa have come to live here for a variety of reasons from accessing health care and education, to establishing careers within the public and private sectors.

The Ottawa-Carleton District School Board recognizes and acknowledges the unique responsibility and commitment to the diverse population of Indigenous students we serve. While some schools in the District have higher numbers of self-identified populations of Indigenous students registered, all schools have students who identify as Indigenous in their school community. Every school has a responsibility to provide the necessary support and opportunities for Indigenous students to flourish, succeed and maintain physical, emotional, mental and spiritual well-being. We are accountable for creating cultural spaces, offering support and opportunities to Indigenous students and families, and engaging in relationship building in every school in the District.

The life experiences of Indigenous students and their families vary from student to student. Some students live in deep connection with their culture and Indigenous identity and others are very removed from theirs. Some students have spoken their Indigenous languages since birth and others have never even heard their language. Intergenerational trauma is not historical. The impact of colonialism on students and their families is not to be ignored. There are students within the education system and in our buildings who have parents and grandparents who may have attended Residential Schools, or were a part of the 60s scoop. Indigenous children in care are significantly over-represented in Canada. The First Nations Child and Family Caring Society of Canada estimates that Indigenous children comprise 30-40 percent of kids in care. We have many children who live in foster and group homes. It is important to know this and to understand some of the impacts these traumas have and continue to have on families.

“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

Our Story by the Numbers

Valuing Voices: Identity Matters!

Knowledge and understanding of the wide range of lived experiences, hopes and dreams of students at the OCDSB is foundational to serving them well. The Valuing Voices: Identity Matters! Student Survey, 2020 tells a story of the diversity of identity and perceptions of the students whom we serve. The categories below reflect the language used in the Valuing Voices survey and were developed using the data fields recommended by Ontario’s anti-racism data standards.¹ In addition, the OCDSB also wanted to understand the individual and intersecting impact of gender identity and income profile.

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) – 2016 Census
Indigenous			2.1%
First Nation	2.3%	2.5%	1.2%
Metis	0.9%	1.1%	0.7%
Inuit	0.7%	0.6%	0.1%
Other*			0.1%
Status in Canada			
Born in Canada (YES)	83.1%	77.9%	74.7%
Born in Canada (NO)	16.9%	22.1%	23.6%
Racial Background			
Black (African, Afro-Caribbean, African-Canadian descent)	7.3%	9.3%	5.7%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	8.5%	11.4%	5.1%
Indigenous (First Nations, Métis, Inuit descent)	2.0%	2.4%	2.5%
Latino/Latina/Latinx (Latin American, Hispanic descent)	2.1%	2.8%	1.2%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	15.3%	14.4%	5.5%
South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	8.1%	8.2%	4.2%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	3.2%	4.0%	2.6%
White (European descent)	62%	57.7%	73.7%

¹ Data Standards for the Identification and Monitoring of Systemic Racism, Government of Ontario accessed at https://files.ontario.ca/solgen_data-standards-en.pdf

A racial group not listed above (Central Asian-Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan- Indian, Mixed.	3.1%	1.2%	0.3%
Religious and Spiritual Practices			
Christian	28.8%	25.1%	
Muslim	20%	19%	
Jewish	2.1%	2.1%	
Gender Identity			
Boy or man	51.8%	47.3%	
Gender Fluid	0.2%	0.6%	
Gender Non-conforming	0.2%	0.4%	
Girl or woman	47%	48.2%	
Non-Binary	0.1%	0.8%	
Questioning	0.2%	1.0%	
Trans boy or man	0.1%	0.6%	
Trans girl or woman	0.1%	0.3%	
Two-Spirit	<0.1%	0.3%	
Gender identity(ies) not listed above	0.3%	1.6%	
Not sure	0.8%	0.6%	
I do not understand this question	0.7%	0.5%	
I prefer not to answer	1.0%	1.0%	
Sexual Orientation			
Straight / heterosexual	54.7%	47.3%	
Lesbian	0.1%	0.6%	
Gay	0.1%	0.4%	
Bisexual	0.3%	48.2%	
Two-Spirit	<0.1%	0.8%	
Queer	<0.1%	1.0%	
Questioning	0.4%	0.6%	
Asexual	0.1%	0.3%	
Pansexual	<0.1%	0.3%	
A sexual orientation(s) not listed	3.5%	1.6%	
Not sure	28.4%	0.6%	
I do not understand this question	3.5%	0.5%	
I prefer not to answer	12.0%	1.0%	
Disability Status			
Do you consider yourself to be a person with a disability(ies)?			
Yes	9.4%	8.7%	
No	86.9%	78.6%	
Not Sure	2.6%	8.9%	
I do not understand this question	0.2%	1.3%	
I prefer not to answer	0.9%	2.4%	
Income Profile			
<\$19,999	4.7%		8.5%
\$20,000 - \$39,999	8.6%		11.8%
\$40,000 - \$59,999	6.4%		13.1%

\$60,000 - \$79,999	6.3%		12.8%
\$80,000 - \$99,999	8.1%		11.7%
\$100,000 - \$119,000	9.2%		42.0%
\$120,000 - \$139,000	8.0%		
>\$140,000	29.8%		
I prefer not to answer	19.1%		

*We did not collect data for "other" indigenous category but participants were invited to include additional information about the territory, region, or community to which they belong as an open text field after they made their selection from the three options listed here.

Introduction

To be put in text boxes

Racialized: Racialized persons and/or groups can have racial meanings attributed to them by society in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as “visible minorities” under the Canadian census and may include people impacted by antisemitism and Islamophobia. Racialization is the process by which societies construct races as real, different and unequal.

Minoritized: Minoritized persons and/or groups are a racial, ethnic, religious, or social subdivision (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty) of a society that is pushed to the margins in political, financial, or social power often by means of institutional or systemic bias and discrimination. “Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogeneous friendship groups, or places of worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness”

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 address 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. The Ontario *Human Rights Code* protects OCDSB students and staff from discrimination and harassment on grounds such as ancestry, colour, race, citizenship, ethnicity or place of origin, creed, disability, family or marital status, gender identity, gender expression and sexual orientation. Despite these protections, as a school district, we acknowledge that oppression and discrimination still exist within our systems, structures, policies and practices. It shows up specifically as racism and more specifically anti-Indigenous and anti-Black racism; Islamophobia, antisemitism, and anti-Sikhism; ableism; sexism, transphobia and homophobia. It is compounded by the intersection of various aspects of each person’s unique identity, including classism and socio-economic status. It shows up as disproportionate representation in our staffing and leadership structures; a curriculum that is eurocentric and that does not reflect the rich ethnic and cultural diversity of our student population and the world; over-representation of Indigenous, Black, minoritized, 2SLGBTQ+ and special education students in discipline, including suspensions, expulsions, exclusions and interactions with the police; disproportionate

representation in locally developed, applied versus academic pathways and specialized programs; higher dropout rates and lower graduation rates. The perpetuation of these systemic barriers result in disparity in achievement and well-being outcomes and experiences for these students.

Disrupting and addressing these systems, structures, policies and practices by actively engaging in an anti-oppression, anti-racism and human rights-based approach at all levels of the organization is key to making change and to eliminating disparities and disproportionalities. It requires us to focus on how we learn and work together, to recognize the inherent dignity and worth of each person, and to ensure that every student's right to education is respected and realized. The Indigenous, Equity and Human Rights Roadmap proposes specific actions and accountabilities toward achieving these goals.

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.

Background and Overview

Truth and Reconciliation

In 2015, the Truth and Reconciliation Commission (TRC) put forth 94 Calls to Action for Canadians to repair the relationship with Indigenous peoples. Calls 62 and 63 in particular set out the ways in which the education sector can ensure accountability while working towards reconciliation. The Calls to Action are consistent with the principles endorsed by Canada in 2010 in the *United Nations Declaration on the Rights of Indigenous Peoples*, particularly Articles 14 and 15 which reinforce the rights of Indigenous peoples to have the dignity and diversity of their cultures, traditions, histories and aspirations reflected in education. Furthermore, the Ontario First Nations, Métis and Inuit Policy Framework, 2007 ensures accountability for addressing the importance of data driven decision making, support for staff and students, and engagement with the Indigenous community through establishing relationships and partnerships.

The OCDSB is committed to building knowledge and understanding among educators and students in Indigenous Education and to collect and communicate evidence of progress to ensure accountability. It is our responsibility to teach all students the truth about the dark history Canada has been hiding and to embed and celebrate the rich, diverse Indigenous contributions (historical and contemporary), and ways of knowing into the everyday lives and learning of students. It is our responsibility to provide education that is free from oppression, and shame and to build a path forward in collaboration and partnership, with care, creativity and innovation.

The UN International Decade for People of African Descent 2015-2024

In 2018, the OCDSB adopted and committed to the intent of the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected. The District specifically committed to developing and undertaking work on the Equity Action Plan; reducing barriers to learning to improve equity of access and opportunity for students of African descent; intentionally adopting practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent; collecting and using of

identity-based data to measure progress and inform decisions on policy and programs that impact on the education of students of African descent; and, engaging with parents and community organizations comprising of people of African descent in Ottawa to support their sense of belonging in the OCDSB education environment. There is an overwhelming urgency for action evidenced by disparities and disproportionalities in access, opportunity and outcomes for students and staff of African descent.

Valuing Voices: Identity Matters! Student Survey

In 2018-2019, the OCDSB invited students, families and community partners from Indigenous, Black and minoritized communities to share their educational stories and experiences within the OCDSB, in order to gain greater insight into the barriers and biases that exist within the system. Through these focus group conversations, five broad themes emerged highlighting key areas that the participants identified as important for the OCDSB to recognize as impacting on equitable access, opportunity, and outcomes:

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

The feedback provided by the participants in these focus groups mirrored the experiences shared over the years by students, parents and staff from Indigenous, Black and minoritized communities of persistent systemic inequities and harmful historical legacies. Students have recounted experiences of being streamed into essentials or applied versus academic courses, of educators having low expectations of them, or feeling culturally unsafe due to experiences of racism and oppression. They have shared that they do not see themselves in the curriculum, resources, or learning experiences. Parents and communities have expressed concern about inequitable achievement, graduation, and school leaving rates; under-representation in some District programs and over-representation in others; and, disproportionate rates of suspension, expulsion and exclusion. They have expressed a lack of trust in the District's ability to nurture their children's growth and development based on their true potential. Staff members have expressed concerns about staff assignments and limited leadership opportunities and of ineffective financial and human resources with which to serve vulnerable students.

The feedback from the focus groups, and input from the newly established Community Equity Partners group, also helped to inform the development of a survey instrument to collect identity-based data culminating in the launch in November, 2019 of the Valuing Voices - Identity Matters! Student Survey. Together, the stories of lived experience and the Valuing Voices Survey provide the ability to disaggregate, assess, analyse, use and understand the context of data intended to illuminate the evidence of systemic barriers in the District and find ways to eliminate these barriers to achieve true equity of access, opportunity and outcome for all students.

The Roadmap Forward

The Indigenous, Equity and Human Rights Roadmap, 2020-2023 is grounded in the OCDSB's commitment to the Truth and Reconciliation Report's, 2015 Calls to Action, the UN International Decade for People of African Descent 2015-2024, the five themes identified through the Valuing Voices focus groups, information from the Valuing Voices Student Survey, 2019, and the

Principles of Inclusive Design. Most importantly, it is informed by and aligned with the voices we have heard.

Text box on Principles of Inclusive Design - somewhere

Explicit and deliberate actions are urgently required to address inequities in our systems, structures, policies and practices that continue to impact student and staff success and well-being and to build trust with students, families, and communities whom we have been under-serving. The goals outlined in the Roadmap focus on six key areas including:

- a) Securing Accountability: Governance and Leadership;
- b) Importance of Identity: disproportionality in access, opportunities and outcomes;
- c) Building staff awareness and capacity;
- d) Increasing representation;
- e) Programming and Supports for Students: diversifying curriculum and access to mental health supports, and,
- f) Engagement and Connectedness: building strong and respectful partnerships between students, staff, parents and community in order to foster cultural safety and a sense of belonging.

The Roadmap is inclusive of diverse perspectives in its design, with an intentional focus on addressing racism and oppression of individuals and groups who systemically experience discrimination. While encompassed within the Roadmap, an expanded overview of specific supports and programs for students with exceptional needs is outlined in the annual Special Education Plan.

The OCDSB's commitment to students, families, and communities who identify as First Nations, Métis and Inuit, is highlighted in recognition of the unique relationship and responsibility to First Peoples of this land, to reconciliation, 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*.

The OCDSB's commitment to students, families and communities who identify as of ABC (African, Black, Caribbean) descent is also highlighted to reflect the District's 2018 adoption of the UN International Decade for People of African Descent 2015-2024 and to address the overwhelming urgency for action evidenced by disparities and disproportionalities in access, opportunity and outcomes for children and youth of African descent.

Goals and Milestones

Securing Accountability

Governance and Leadership

Goal

To centre Indigenous and human rights, anti-oppression and equity in OCDSB's governance and leadership structures, policies and practices and in all decision making

Key Indicators

- Number of structures, policies and practices developed or revised to centre human rights and equity
- Number of accountability mechanisms introduced and operating to collect, analyze and report on professional development, performance and service delivery from a human rights and equity perspective

Organizational Structures

- Establish an Indigenous, Equity and Human Rights Division with advisory support from the arms length Human Rights and Equity Advisor (HREA)
- Propose establishment of an Indigenous Student Trustee position

Policy Development and Review

- Establish and implement a cyclical review of OCDSB policies and procedures applying an Indigenous, equity and human rights lens
- Develop human rights policies and procedures to reflect expectations for addressing anti-Black racism, gender identity and gender expression, and Indigenous cultural practices
- Review of Safe Schools policy and procedures including policies and practices around police engagement within schools

Advisory Committees

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

Reporting

- Conduct an internal Equity Audit using an OCDSB developed Equity Scorecard to review, identify and measure progress on key structures, policies and practices that create disparities and disproportionate outcomes and report to community
- Establish Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on the following accountability measures, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status:
 - a) Student outcomes including EQAO, reading, credit accumulation and graduation rates;
 - b) Student discipline including police engagement, suspension, expulsion and exclusion rates;
 - c) Representation in special education, district programs including French immersion and core French; International Baccalaureate, Arts, High Performance Athlete and gifted; locally developed, applied and academic pathways;
 - d) Progress towards goals identified in the Indigenous, Equity and Human Rights Roadmap
- Establish equity goals in Board and School Improvement Plans that reflect the accountability measures in the Annual Equity Accountability Report to identify, measure and address disproportionate access, opportunities, representation, outcomes and experiences for students

Professional Learning and Capacity Building

- Develop a comprehensive professional learning plan and resources tied to specific goals, actions and measurable outcomes to engage Trustees, senior staff, and school leaders in Indigenous knowledge, anti-racism, anti-oppression, and human rights building for system and school change (to be reported on in Annual Director's Report)
- Establish and implement mandatory annual orientation and learning plan to engage Trustees, senior staff, and school leaders 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 Associate Director and Director will

include accountability for human rights and equity goals aimed at eliminating disparity and disproportionality for students and staff

Milestones

By 2020

- Safe Schools Policy and Procedure revised
- Review of police involvement with schools
- Establish Indigenous, Equity and Human Rights Division

By 2021

- Annual Equity Accountability Report introduced establishes a baseline for disparity and disproportionality indices and indicators of success against which progress can be monitored
- Establish equity goals in Board and School Improvement Plans
- Annual orientation established and implemented
- Staff Census developed and implemented
- Human Rights Policy and Procedure developed
- Gender Identity, Gender Expression and Sexual Orientation Policy and/or Procedure developed
- Multi-year plan for compliance with the Accessibility for Ontarians with Disabilities Act (AODA) is developed and implemented
- Advisory Committee/Council review completed
- Student Equity Advisory Committee established

By 2022

- Additional policies and procedures identified by the external Equity Audit and the human rights and equity review updated and revised to address disproportionate access, opportunities, representation, outcomes and experiences of Indigenous, racialized and/or minoritized
- Performance appraisals for principals, supervisory officers, the Associate Director and Director revised to include accountability for goals, actions and outcomes identified in the Indigenous Education, Equity and Human Rights Roadmap
- Indigenous student trustee position established

By 2023

- Second cycle of Identity Based Data Collection

Importance of Identity

Goal

To identify and disrupt systemic and structural barriers to address disproportionate access, opportunities and outcomes for students and staff who identify as Indigenous, racialized and/or minoritized

Key Indicators

- Decrease over-representation of Indigenous, Black and minoritized students in suspension, expulsion, exclusion and police engagement
- Decrease disproportionate representation of Indigenous, Black and minoritized students in graduation rates, programs and pathways
- Increase sense of belonging for Indigenous, Black and minoritized students and staff

- Cyclically, collect, disaggregate, analyse and use identity-based data to identify and document progress made eliminating disproportionate representation of Indigenous, Black, racialized and minoritized students, including 2SLGBTQ+ and students with disabilities in suspensions and expulsions and enrolment in special education, District programs and pathways, as well as disparity

of outcomes (e.g., credit accumulation, graduation, achievement and student absenteeism)

- Establish a group of diverse community partners (Community Equity Partners Group) to work with OCDSB to understand and interpret the data in the Valuing Voices: Identity Matters! student survey and make recommendations to address inequities
- Conduct Staff Census

Highlight on Indigenous Knowledge



- Expand cultural spaces in schools across all geographical areas of the District
- Develop protocols and guidelines for Indigenous cultural and spiritual practices in schools
- Collection and analysis of Indigenous self-identification data shared with Indigenous community partners through a reciprocal data sharing agreement (OCAP)

Highlight on Black Excellence



- Work with Community Equity Partners Group and Advisory Committee on Equity to establish key priorities for ABC (African, Black, Caribbean) students based on Valuing Voice: Identity Matters Student Survey data

Milestones

By 2020

- Cyclical and continuous collection of Identity Based and Self-Identification Data (for students who identify as Indigenous) in place
- In collaboration with Community Equity Partners and Advisory Committees, interpret Valuing Voices data and set priorities for analysis
- Establish disaggregated baseline data from Valuing Voices: Identity Matters! Student Survey on graduation rates, suspension and expulsion rates and student pathways

By 2021

- Staff Census developed and administered
- Protocols and guidelines for Indigenous cultural and spiritual practices formalized and implemented in schools
- Ongoing collection and analysis of Indigenous self-identification data shared with Indigenous community partners through a reciprocal data sharing agreement (OCAP)

By 2022

- Expanded Indigenous cultural spaces into all District geographical areas

By 2023

- Second cycle of Identity Based Data Collection

Build Staff Awareness and Capacity

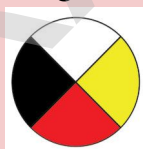
Goal:

To increase capacity of staff to understand and apply anti-racist and equitable practices that decrease disparities and disproportionalities in access, opportunities and outcomes for Indigenous, Black and minoritized students and staff.

Key Indicators:

- Number of professional learning series developed and launched, with accompanying resources and support, on Indigenous knowledge, anti-racism, anti-oppression and human rights
 - Percentage of staff who have completed a professional learning series on Indigenous knowledge, anti-racism, anti-oppression and human rights
-
- Develop and provide on-line professional learning in assessment and evaluation practices and build monitoring into the school improvement planning process
 - Establish foundational mandatory professional learning for school and district staff in Indigenous Knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, Indigenous knowledge, anti-racism/anti-oppression, and human rights
 - Establish additional training/capacity building professional learning opportunities for staff to go deeper in Indigenous knowledge, anti-racism, anti-oppression, and human rights (required as a prerequisite for promotion)
 - Create an annual capacity building series and multimedia campaign on Indigenous knowledge and Ways of Knowing, anti-Black racism/Black Excellence, equity and human rights
 - Develop a District-wide, equity focused mentor/coaching approach to support learning and growth (e.g. New Teacher Induction Program, Principal/Vice-Principal Intern Program, Instructional Coaches etc)
 - Develop a Professional Learning Tracking Tool and on-line learning profile for staff (to include Mandatory, District, Additional as professional learning categories)

Highlight on Indigenous Knowledge



- OCDSB staff will engage in cultural training and make commitments to the TRC's Calls to Action
- Engage Indigenous community partners to collaborate, teach and share cultural knowledge in schools
- OCDSB staff will engage in community partnership in developing relevant resources and supports for embedding Indigenous knowledge in programming and pedagogy

Highlight on Black Excellence



- OCDSB staff will engage in anti-racism professional learning and implement the commitments to the UN International Decade for People of African Descent 2015-2024
- Creation of a multi-media campaign on Black Student Excellence

Milestones

By 2020

- District is engaged with "critical friends" for ongoing professional development and system change in

Indigenous Education, equity and human rights

- Mandatory on-line training modules for new staff on Diversity and Inclusion Fundamentals and Unconscious Bias introduced

By 2021

- Training modules on Indigenous knowledge and rights, anti-racism, anti-oppression, and human rights developed
- All staff have engaged in mandatory on-line training modules on Diversity and Inclusion Fundamentals and Unconscious Bias (anti-racism and anti-oppression)
- Annual capacity building series and multimedia campaign on Indigenous Education, equity and human rights developed

By 2022

- Finance, Human Resources, Research, Evaluation & Analytics Division (READ), and Facilities staff will have engaged in foundational cultural competency training
- District Tracking System for Professional Learning in place

By 2023

- Senior staff, managers, administrators, office and custodial staff, all District central departments have all engaged in foundational cultural competency training (including anti-racism/anti-oppression)

Representation

Goal

To increase representation of Indigenous, Black and minoritized individuals including 2SLGBTQ+ and those living with a disability in governance and leadership; staff recruitment, selection and promotion; and student voice

Key Indicators

- Number of policies and practices implemented to increase number of Indigenous, Black and minoritized staff hired, retained and promoted
- Increased number of Indigenous, Black and minoritized staff hired, retained and promoted
- Number of representative roles, networks and councils established and institutionalized to represent Indigenous, Black and minoritized students, staff and communities

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

Highlight on Indigenous Knowledge



- Expand Indigenous Education team
- Establish Indigenous Student Trustee Position

- Establish Elders in Residence Program
- Establish Indigenous Education Representative in each school site

Highlight on Black Excellence



- Increase representation of ACB staff in leadership positions
- Establish and actively support ACB staff affiliate network

Milestones

By 2020

- Staff affiliate networks (Indigenous, racialized, 2SLGBTQ+, and other self-identified equity seeking groups) are established and actively supported

By 2021

- Employee Systems Review initiated
- Leadership Development Plan for Indigenous, Racialized Leaders and other equity seeking groups (2SLGBTQ+) is developed, implemented and actively supported
- Equitable Recruitment Strategy is established and implemented
- Elders in Residence Program established
- Indigenous Education Representative established in all school sites
- Student leadership councils established: Black, Muslim, 2SLGBTQ+, students with disabilities
- Expand Indigenous Education team to include an additional itinerant and mental health support worker

By 2022

- Indigenous Student Trustee Position is established

By 2023

- **Consider goal for this year**

Programming and Support for Students

Goal To increase representation of Indigenous, Black and minoritized students in curriculum, courses, programs and pathways

Key Indicators

- Number of courses developed or redesigned to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content and delivery
- Increase percentage of Indigenous, Black and minoritized students who report seeing themselves reflected positively in the curriculum
- Decrease disproportionate representation of Indigenous, Black and minoritized students in programs and pathways
- Redesign Social Studies, History and Geography, Grade 9-12 English to include and represent Indigenous, 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 Indigenous, Black and racialized student representation (English and Math)
- Modernize and review supports for English Literacy Development (ELD) program

- Establish links with culturally specific mental health supports for Indigenous, Black, racialized, and minoritized students
- Provide resources and support for pathways to success and graduation for Indigenous, Black, racialized and minoritized students (e.g. Graduation coach program, Rainbow Bridges program for 2SLGBTQ+)
- Develop District process/criteria for selecting and reviewing culturally responsive texts/resources for school libraries, learning commons, and classrooms
- Develop comprehensive communications plan for parents, guardians and students regarding secondary program placement and course selection process and opportunities
- Develop and implement District inquiry in select schools to address equitable access, opportunities, learning, and outcomes: Student Achievement Through Inquiry (S.A.T.E) **Text box for SATE added?**
- Ensure all students have access to technology for learning

Highlight on Indigenous Knowledge



- Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices in all pathways in all secondary schools
- Expand InSTEM programming in secondary schools
- Expand mathematics/beading partnerships in schools
- Develop District strategy to support transitioning students who identify as Inuit from the North
- Establish Indigenous Language Educator Initiative
- Create land-based learning opportunities for Indigenous students
- Provide Indigenous students with the opportunity to engage in cultural learning, celebrations and ceremonies e.g. Indigenous Youth Symposium, Land Camp, Mamawii Together

Highlight on Black Excellence



- Develop and Implement Black Studies courses across the district
- Provide ACB students with the opportunity to engage in cultural learning, celebrations, and networking e.g. Black Student Forum
- Develop District strategy to support ACB students transitioning from Grade 8 to Grade 9 including pathways

Milestones

By 2020

- Indigenous Graduation Coach established at Gloucester HS to support Indigenous student success
- Graduation Coach for Black students (Sankofa Centre of Excellence) established at Woodroffe and Ridgemont High Schools
- Compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices is established in all pathways at 15 schools
- InSTEM program has been established in one secondary school
- Provide continued joint support with Ottawa Catholic School Board and the Ontario College of Teachers for Uqasilirijiit Elders Circle for Inuktitut language teacher accreditation

By 2021

- Social Studies, History and Geography, Grade 9-12 English curricula have been redesigned to include Indigenous, racialized and 2SLGBTQI+ histories, contemporary contributions and perspectives
- Compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices is established at all secondary schools
- Black Studies course developed and piloted in two secondary sites
- District criteria have been developed to guide selection of culturally relevant and responsive education resources
- Rainbow Bridges Program to support 2SLGBTQ+ students transitioning to secondary in three secondary and feeder schools
- All students have access to technology for learning
- Rainbow Bridges Program to support 2SLGBTQ+ students transitioning to secondary in three secondary and feeder schools
- Grade 9 mathematics destreaming pilot
- Student Achievement Through Equity Inquiry (S.A.T.E) initiated for 11 schools
- InSTEM program expanded
- Math/beading partnerships expanded
- Establish Indigenous language credit course through Continuing Education

By 2022

- Gender inclusive physical education classes are piloted in two secondary sites
- Initial S.A.T.E report
- Expansion of Black Studies course and Rainbow Bridges program
- Inuktitut Core Languages pilot program is established at R.E. Wilson PS

By 2023

- Annual S.A.T.E. report established
- Anishinaabek/Algonquin Elders Circle is established for language speakers accreditation through Ontario College of Teachers

Engagement and Connectedness

Goal:

To build and strengthen collaborative relationships with Indigenous, Black and minoritized students, parents and staff to create a community of belonging, promote excellence and inform actions to eliminate disparities and disproportionalities in service delivery

Key Indicators:

- Increase number of partnerships established and maintained with Indigenous, Black and minoritized communities
- Increase number of youth forums established and maintained with Indigenous, Black and minoritized youth
- Increase percentage of Indigenous, Black and minoritized students reporting a sense of belonging at school
- 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 and/or minoritized students e.g. expanding annual youth forums and establish digital networking platforms

- Establish annual multimedia Speakers Series on Indigenous knowledge anti-Black racism, Black Excellence, cultural competency, and human rights for students, staff, parents/guardians, community
- Establish Community Engagement Coordinator

Highlight on Indigenous Knowledge



- Work with Indigenous Education Advisory Council in order to apply an Indigenous lens for reviewing policies, procedures, practices, programs, materials
- Indigenous community gatherings in schools are supported in collaboration and partnership

Highlight on Black Excellence



- Increase community partnerships to support ACB students
- Work with Community Equity Partners Group and the Advisory Committee on Equity in ensuring District is in alignment with the Ontario Ministry of Education Equity Action Plan

Milestones

By 2020

- Community Engagement Coordinator position established
- OCDSB formal partnerships with Wabano and Inuuqatigiit

By 2021

- Indigenous community gatherings in schools are supported in collaboration and partnership
- Strategy for Community and Parental Engagement and Communication co-developed and implemented including translation and interpretation services, collaborative engagement and outreach
- Anti-racism, anti-Islamophobia, anti-transphobia and anti-homophobia communication campaigns are developed and implemented
- Annual network events include Indigenous knowledge, equity and human rights themes for students, staff, parents/guardians, community (Date with Diversity and Speakers Series)
- Youth Leading Youth (digital and face-to-face) workshops rolled out led by students from equity seeking groups
- Establish annual Muslim and Newcomer Youth Forums
- Annual Indigenous Youth, Black Student, and Rainbow Youth Forums expanded to include school based youth digital networking groups

By 2022

- Establish annual Conference for Girls
- Measurement of progress on Community Partnership, Parental Engagement and Communication Strategy
- Measurement of progress on establishing and developing Community Partnerships/Relationships

By 2023

- **Consider goal for this year**

Message from the Director

Our Indigenous, Equity and Human Rights Roadmap offers a pathway for incredible change. At first glance, the goals outlined may seem ambitious. We are looking to secure accountability, identify and disrupt systemic and structural barriers, build staff awareness and understanding, increase representation, and develop and strengthen relationships.

This will be hard work that forces us to challenge existing structures, preconceived notions and the ways we have always done things in education. But to ignore the inequity, the systemic racism, and allow the status quo to continue will be harder still for too many students unable to reach their full potential.

Background, race, religion, gender, who we love, ability - these should not be barriers. They are key attributes that must be recognized, understood, and validated as critical to student identity. We aspire to shape a culture of caring in Ottawa-Carleton. Underpinning this culture is an emphasis on building opportunity, so all students feel welcome and empowered to find their own path to success.

Message from the Chair of the Board

The Indigenous, Equity and Human Rights Roadmap is not simply an OCDSB creation. The voices and advocacy of students, parents, staff and community partners have been fundamental to the construction of this plan.

On behalf of the Board of Trustees, I would like to thank all of those who shared their experiences and offered helpful guidance. The stories shared with us through the identity survey, meetings and focus groups have been difficult to tell and difficult to hear, but they have shone a light on deeply-rooted structural racism in our district and in our community. Some students have felt actively discriminated against, while others have seen their identity ignored through omission. We must acknowledge, appreciate and learn from this past.

This roadmap is indeed a path for us all to follow. We need the community to continue to hold us accountable and to be our partner to ensure our gains extend beyond the walls of our schools. You have led us to this point. Now is the time for us to move forward together along this road.

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](#)
[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)

Glossary

Ableism: attitudes in society that devalue and limit the potential of persons with disabilities. People with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems or the broader culture of a society.

ABC: An acronym for people who identify as being from African, Black, Caribbean descent

Anti-Black Racism: prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy.

Anti-Indigenous Racism: the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.

Anti-oppression: an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.

Anti-racism: an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.

Antisemitism: latent or overt hostility or hatred directed towards, or discrimination against individual Jews or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual and religious heritage.²

Bias: a predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.

Code grounds: Ontario's *Human Rights Code* prohibits discrimination based on the grounds race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (for example, religion), sex (includes gender identity, pregnancy and breastfeeding), sexual orientation, age (generally 18 years or older, but age 16 or older in some housing situations), marital status, family status, disability, record of offences (only in employment) or receipt of public assistance (only in housing).

Culturally Responsive Teaching: The process of using familiar cultural information and process to scaffold learning. Emphasizes communal orientation orientation. Focused on relationships, cognitive scaffolding, and critical social awareness.

Duty to Accommodate: Under the Ontario *Human Rights Code*, people identified by *Code* grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or “accommodations” to take part equally in the social areas the *Code* covers, such as employment, housing and education. Employers, housing providers, education providers and other parties responsible under the *Code* have a legal obligation to accommodate *Code*-identified needs, unless they can prove it would cause them undue hardship. Undue hardship is based on cost, outside sources of funding and health and safety factors.

Discrimination: Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics (note: this is not a legal definition).

Equality: Treating people the same way, to give everyone equal access to opportunities and benefits in society.

Equity: fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

Faithism: Any ideology that ascribes to people values, beliefs and behaviours, and constructs people as fundamentally different and unequal – deserving or undeserving of respect and dignity – based on their religion or belief

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

Indigenous: The United Nations *Declaration on the Rights of Indigenous Peoples* (UNDRIP) points out that Indigenous peoples have argued against the adoption of a formal definition at the international level citing the need for flexibility and for respecting the right for each indigenous people to define themselves. However, there are factors that are relevant to the concept of “indigenous”:

- (a) Priority in time, with respect to the occupation and use of a specific territory;
- (b) The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions;
- (c) Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity; and
- (d) An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist.

In Ontario, the Ministry of Education considers First Nations, Métis, and Inuit peoples to be indigenous although it must be noted that these are deceptively broad categories and do not take into account the vast and varied unique and distinct peoples within them.

Islamophobia: Racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general.

Harassment: Engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. Harassment under the Ontario *Human Rights Code* is based on the prohibited/protected grounds (see definition).

Homophobia: The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as “homosexual.”

Microaggression: The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Minoritized: A racial, ethnic, religious, or social subdivision of a society (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty) that is pushed to the margins in political, financial, or social power often by means of institutional or systemic bias and discrimination.

Racialization: The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life. This term is widely preferred over descriptions such as "racial minority", "visible minority" or "person of colour" as it expresses race as a social construct rather than as a description of persons based on perceived characteristics.

Racialized: Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia.

Racism: Includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism is a belief that one group is superior to others performed through any individual action, or institutional practice which treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination. There are three types of racism: Institutional, Systemic, and Individual.

Sanism: Mentalism or sanism describes discrimination and oppression against a mental trait or condition a person has, or is judged to have. This discrimination may or may not be characterized in terms of mental disorder or cognitive impairment.

TRC: Truth and Reconciliation Commission

Unconscious Bias: A term used to describe the associations that we hold which, despite being outside our conscious awareness, can have a significant influence on our attitudes and behaviour. Regardless of how fair minded we believe ourselves to be, most people have some degree of unconscious bias. This means that we automatically respond to others (eg people from different racial or ethnic groups) in positive or negative ways.

UNDRIP: United Nations Declaration on the Rights of Indigenous Peoples

Universal Design for Learning (UDL): Provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students, whereas differentiated instruction allows them to address specific skills and difficulties. UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of all students.

Sankofa: Is a word in the Twi language of Ghana that translates to "Go back and get it" and also refers to the Bono Adinkra symbol represented either with a stylized heart shape or by a bird with its head turned backwards while its feet face forward carrying a precious egg in its mouth.

Systemic Barrier: A barrier embedded in the social or administrative structures of an organization, including the physical accessibility of an organization, organizational policies, practices and decision-making processes, or the culture of an organization. These may appear neutral on the surface but exclude members of groups protected by the *Human Rights Code*.

Systemic Discrimination: Patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for groups identified under the *Human Rights Code*.

Systemic Racism: Patterns of behaviour, policies or practices that are part of the structures of an organization, and which create or perpetuate disadvantage for racialized persons.

Transphobia: The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.

Truth and Reconciliation: The truth telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of the injustices and harms experienced by Indigenous people and the need for continued healing

DRAFT



ADVISORY COMMITTEE ON EQUITY REPORT

**July 23, 2020
6:00 pm
Zoom
Meeting**

Voting Members: Elaine Hayles, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Ayan Yusuf Karshe, Chandonette Johnson-Arowolo (Jaku Konbit), Meghan Wills (Parents 4 Diversity), Maria Teresa Garcia (Ottawa Community Immigrant Services (OCISCO), Nicole Parsons (Tungasuvvingat Inuit)

Non-Voting Members: Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), Rob Campbell (Trustee), June Girvan, Sonia Nadon-Campbell (Special Education Advisory Committee), Susan Cowin (Special Education Advisory Committee), David Wildman (OCEOTA)

Staff and Guests: Justine Bell (Trustee), Joy Liu (Student Trustee), Charles Chen (Student Trustee), Dorothy Baker (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Jacqueline Lawrence (Equity and Diversity Coordinator), Leigh Fenton (Board Coordinator)

1. Welcome

In the absence of Chair Hayles, Carrie-Lynn Barkley called the meeting to order at 6:10 p.m.

2. Approval of the Agenda

Moved by Meghan Wills,

THAT the agenda be approved.

Carried

3. Review of Advisory Committee on Equity Report

3.1 Meeting Report 4 June 2020

Chair Hayles joined the meeting and assumed the chair.

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 4 June 2020 be received.

Carried

4. Action/Discussion/Information Items

4.1 Indigenous, Human Rights and Equity Roadmap

Superintendent Baker welcomed Mr. Inini McHugh to the Advisory Committee on Equity (ACE) and advised that he will be serving on as a representative of the Indigenous Education Advisory Council.

The committee had before them the draft for further consultation as a group. Superintendent Baker explained that mapping the Roadmap priorities began in the fall and is aligned with the District's 2019- 2023 Strategic Plan. The Roadmap will be informed by the various phases of data projects, including the Identity Based Data Collection project.

By an email from Coordinator Lawrence on 6 July 2020, the committee was encouraged to review and contribute written or verbal feedback on the draft document *The Indigenous, Human Rights and Equity Roadmap* which detailed the priorities to address systemic barriers that impact access, opportunity and outcomes.

Three questions were asked as part of the consultation:

1. How does the work outlined in the Roadmap help to further equitable access, opportunities and outcomes for all students?
2. How do we continue to engage the community?
3. What measures will tell you that we have made progress in shifting outcomes and culture?

During discussion, and in response to questions, the following points were noted:

- To see outcome differences, add more language on the magnifying and multiplying effect of intersectionality;
- Canvas existing staff for their feedback on discriminatory barriers in the workplace;
- People of African Decent should be recognized as a distinct group, according to the United Nations International Decade for People of African Descent (2015-2024) and the District has adopted the proclamation. Therefore, in the title of the Roadmap, the reference to People of African Descent should be reflected;
- Is there a resource list for procuring coaches into individual schools? What criteria are featured in the hiring policies to validate “a minimum level of competence”;

- Explain how teacher competence in Equity or Indigenous Education translates into the creation of an effective curriculum to balance achievement and well-being;
- Present the school improvement plan to ACE to show how these goals are put into action;
- Revise the second bullet in the Indigenous Education Roadmap under the heading 'Programming and Support for Students' to read, "Redesign Social Studies, History and Geography, Grade K-12 English to include and represent Indigenous histories, perspectives and ways of knowing in content, resources and delivery";
- The introduction to the Roadmap speaks of dismantling and disrupting systematic and structural barriers that prevent everyone from participating, excelling and feeling valued. The integrity of the air quality in older, inner city schools must be addressed. Part of this map should examine the resources that exist in some schools and not in others (i.e. playgrounds and music rooms) through fundraising capabilities gained by parental education and income levels;
- Land-based Indigenous teaching must come from the community;
- In the "Securing Accountability" section, specify the parameters of a staff performance appraisal and indicate measures of consequence if the accountability is breeched;
- An Equity Scorecard will accompany the Roadmap in the final iteration of the document;
- The specific, measurable action items were appreciated in each of the themes of Indigenous Education, Equity and Human Rights;
- When considering engagement and connectedness, bring new ideas forward to meet families in their own communities;
- Avoid the Pan-Indigeneity approach to the Indigenous perspective. Oftentimes in policy documents, the diverse nature of Indigenous cultures is being lost. In the final Roadmap document the principal focus needs to remain on First Nations, Métis and Inuit with the caveat that all Indigenous Canadians can access services. Community partners are to be consulted in the review of the curriculum or policies and procedures specific to the Indigenous community;
- Mention the keywords 'anti-colonial stance' in the second paragraph of the Introduction section alongside the words "anti-racism and anti-oppression work";

- The development and implementation of new black studies courses was applauded;
- Consider if anti-racism training will create change at the rapid pace that change needs to be created. Part of the training must include the unlearning of privilege;
- Contemplate other effective models of delivering the curriculum rather than the use of limited resources to support the change of inherent covert or internalized teacher biases. Make space to prototype new models of curriculum development and delivery so that students might benefit from courses delivered by subject matter experts;
- A student voice maintained that investing in teacher training is a crucial part in dismantling structure. Teachers are in part responsible for student success. Where there are cases proving that a teacher is not demonstrating good will, a disciplinary process should be in place;
- On behalf of the Student Senate, Trustee Ellis noted that students have requested a safe mechanism to bring forward complaints of racist activity in the school;
- Engage the community with a cyclical consultation process;
- Mr. Wildman noted that occasional teachers desire to be a part of the process invoking change in the schools;
- Build in Equity Walks to be conducted through the school classrooms by administrators. Notice how children engage in class discussions. Look for what is on the wall. Listen to how do the students interact with one another. Observe if the teachers are comfortable teaching and talking about their curriculum from multiple perspectives;
- Consider how to put together a curriculum that humanizes students and affirms their culture and history (i.e. Black students do not want to just hear about slavery and Indigenous students do not want to only hear about residential schools);
- The Roadmap contains old vocabulary. To move forward in a new way, new vocabulary must be used. “Race” and its ideology about human differences arose out of the context of African slavery. The word is a folk idea, not a product of scientific research and discovery. The science of genetics demonstrates that humans cannot be divided into biologically distinct subcategories;
- Examine the purpose of determining the identity of the students. Many people are proud of their varieties of lineage. Identities are not the fixed markers but are instead dynamically created in the moment. Choices that

feel identity-congruent in one situation do not necessarily feel identity-congruent in another situation;

- The language in the Roadmap is written for “others” and “otherness”. Using words like anti-Islamic and anti-Black in discourse may perpetuate the sentiment in a shrouded way. Use positive words like, pro-Black and pro-Islamic;
- There is no mention of White people. White students are being groomed and conditioned to be tolerant to the ‘other’. The system is creating white fragility and white guilt. Black issues are creating issues for White children. Consider that all children are sacred and all children wish to be successful;
- Add a sixth section to the Roadmap to promote the study of humanity;
- To be able to continually engage with the community, the District website could be designed in a more user friendly way;
- Relationship building begins with attending community events like a pow-wow;
- Restorative justice should be listed as an outcome;
- Enlarge the District’s Equity Department to serve the 74,000 students. Hire more diversified staff for outcome improvement;
- Deploy regular student surveys to measure outcomes; and
- To make true progress towards shifting the culture in school, a child should be able to answer ‘yes’ when asked if the school is a friendly space.

Coordinator Lawrence highlighted that in 2018, the senior management team completed awareness and anti-oppression training. Today, there is a group of 150 principals and vice principals who meet regularly to discuss how the inequities are affecting students, families and staff. The conversation revolves around the obstacles they feel as system leaders and how do they leverage support for one another to be able to create and nurture a culture that truly acknowledges dignity and respect for all. This group has taken the conversation to other school boards to promote the model to have honest discourse with system leaders. The District’s superintendents are engaged in one on one coaching with a leading human rights strategist in Canada, District Advisor Carolyn Tanner.

The ‘Let’s Talk Equity Sessions’ delivered by Sue Rice and Coordinator Lawrence have had upwards of 45-100 system-level staff enrolled to join the conversation. While there is a window to do this equity work, they are aware of the undertow of status-quo thinking. Part of the Roadmap work is to re-imagine

how the school system can fully serve the diversity of the population, likewise it is to take the moment in time where equity is on the top of people's minds, with the death of George Floyd and the climate of isolation during COVID-19, to notice the relationship between the individual and the systems.

Trustee Scott noted that the Roadmap does not only apply to staff, the work is a guideline to trustees as well. Equity was made a central piece in the 2019-2023 District Strategic Plan. The direction is moving swiftly from a policy-base to action in the schools.

Superintendent Baker concluded that the Roadmap will hold all people in the school community accountable to do the learning and take the necessary actions. The Culturally Relevant Responsive Pedagogy (CRRP) Team is engaged in professional training around the articulation and grounding of the values and practices in equity. The word co-create is prominently featured in the document because the District is attempting to explore true partnership in education. Shifting a culture takes time and a consistent effort.

5. New Business

Coordinator Lawrence noted that the ACE Orientation will occur on 27 August 2020, with an alternate date of 26 August 2020.

6. Adjournment

The meeting adjourned the meeting at 8:36 pm.

Elaine Hayles, Acting Chair, Advisory Committee on Equity

2020-2021 Advisory Committee on Equity Meeting Schedule

<u>Date</u>	<u>Location</u>
Thursday, September 24, 2020	Zoom Meeting
Thursday, October 29, 2020	Zoom Meeting
Thursday, November 26, 2020	Zoom Meeting
Thursday, January 28, 2021	TBD
Thursday, February 25, 2021	TBD
Thursday, April 29, 2021	TBD
Thursday, May 27, 2021	TBD

