

INDIGENOUS EDUCATION ADVISORY COUNCIL

Thursday, October 22, 2020, 6:00 pm
Zoom Meeting

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COMMITTEE OF THE WHOLE REPORT NO. 20-080

13 October 2020

CONSULTATION PLAN TO REVIEW POLICE INVOLVEMENT IN OCDSB SCHOOLS

Key Contact: Mary Jane Farrish, Superintendent of Instruction, ext. 8821

PURPOSE:

1. To seek approval of the proposed consultation plan to review the Policy P.043.SCO Police Involvement in Schools, that includes an overall review of the OCDSB practices, outcomes and impacts when involving police in schools.

STRATEGIC LINKS:

2. This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 and supports the following goals of the cultures of Caring and Social Responsibility:
 - a. Remove barriers to equity of access, opportunity and outcomes;
 - b. Prioritize the dignity and well-being of students in inclusive and caring classrooms; and
 - c. Build authentic engagement with and among our communities.

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

CONTEXT:

3. The OCDSB has a policy regarding police involvement in schools. The policy is linked to the Protocol to Accompany Safe Schools Policies in the City of Ottawa, which is a protocol developed by all four local school districts and the Ottawa Police Service. Responding to community concerns about police involvement in schools, the Board of Trustees passed a motion on September 22, 2020 directing

a review of Policy P.043.SCO Police Involvement in Schools, including the role or roles of the School Resource Officer (SRO). The motion asked staff to report back to the Board with a consultation plan to support the review.

KEY CONSIDERATIONS:

4. Board Motion

A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.

B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

5. Legislative Background

In 2000, the Ministry of Education and Ministry of Community Safety and Correctional Services (MCSCS) established the policy direction that called for school boards and police services to work together to develop police/school board protocols, so that both partners would have a clear understanding of the respective roles, procedures, and decision making authority of both police and school personnel as they relate to school safety.

In keeping with this policy direction, the Provincial Model for a Local Police/School Board Protocol was developed to identify the elements that must be included when developing a police/school board protocol or when revising an existing protocol. It sets out mandatory requirements considering relevant legislation that includes, but is not limited to:

- *Canadian Charter of Rights and Freedoms*
- *Child and Family Services Act (CFSA)*
- *Criminal Code*
- *Ontario Human Rights Code*
- *Education Act*
- *Fire Protection and Prevention Act (FPPA)*
- *Freedom of Information and Protection of Privacy Act (FIPPA)*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Occupational Health and Safety Act (OHSA)*
- *Personal Health Information Protection Act (PHIPA)*
- *Police Services Act (PSA)*
- *Provincial Offences Act (specifically Part VI, "Young Offenders")*
- *Victims' Bill of Rights*
- *Youth Criminal Justice Act (YCJA)*

To operationalize this provincial direction, the Protocol to Accompany Safe Schools Policy in the City of Ottawa (the Protocol) was developed to provide school administrators, teachers, and police officers with a procedure for police involvement in schools which is consistent in all school boards in the City of Ottawa. The OCDSB currently maintains a number of safe schools policies that make reference to police involvement in schools in alignment with the Protocol including P.043.SCO and PR.533.SCO Police Involvement in Schools, P.032.SCO and PR.521.SCO Safe Schools and PR 534 SCO - Investigation, Search And Seizure (Students).

6. Board Motion - Part A - Scope of Policy Review

The review is intended to consider the following in order to identify best practice, lessons learned and make informed recommendations for policy revision and changes to practice. Response will be disaggregated by identity, where possible to look at disparity between groups protected under the Ontario Human Rights Code:

- a. An overview of the Ministry of Education's directive in The Provincial Model for a Local Police/School Board Protocol 2015, including an assessment of the objectives and impacts, including any unintended impacts, as well as identification of mandatory and discretionary police involvement.
- b. An overview of the Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016, including an assessment of the objectives, outcomes, and impacts, including any unintended impacts as well as identification of mandatory and discretionary police involvement.
- c. A review of the OCDSB governance documents and related Acts that stipulate the Board partnership with OPS as well as identification of mandatory and discretionary police involvement.
- d. An assessment of how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts.
- e. Recommendations for the way forward to create schools that are safer for all students and that result in equality of experiences and outcomes for Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who have mental health needs, students who are English language learners and students experiencing poverty.

7. Board Motion - Part B (i) Plan for Overall Review of OCDSB Involvement of Police in Schools

The review will be overseen by the Superintendent of Instruction and Safe Schools. OCDSB is committed to undertaking a consultation that is human rights-centred, trauma-informed and does no harm. To ensure these principles are embedded, technical oversight to the review will be provided by the arms-length Human Rights and Equity Advisor.

The design of this plan sets out a path for a review of OCDSB policy and practices for police involvement in schools and will represent a departure from the typical consultation process as it will extend beyond a policy revision. The

intention of this review of OCDSB practices is to provide a report of findings intended to educate stakeholders and inform recommendations to improve and enhance safe school practices, experiences and cultures in our schools. Although this consultation plan is separate and distinct from the current review of the Safe Schools and School District Code of Conduct policies, we recognize the intersections that exist, and that both consultation processes will present findings that will inform our OCDSB safe schools strategic actions to improve conditions and outcomes for students and staff in schools.

The initial stages of the review includes both a literature and practice review. By beginning with a focus on the foundational documents and policies, relevant academic research and studies, as well as existing documentation of youth voices and experiences we will be able to provide pertinent, accurate, current as well as historic, information with respect to this policy and the ways that it is manifested in OCDSB programs, practices, outcomes and impacts. We understand that defining pieces of the OCDSB policy and the local Protocol, such as provincial requirements for mandatory notification of police, is a part of the review as there are different levels of knowledge, understanding and interpretation amongst school-based staff as well as community. This review will examine the ways in which the OCDSB practices both the mandatory requirements to involve police and also the discretionary engagement with, or notification of, police.

Essential elements of the literature review will be provided to internal and external stakeholders who are participating in phase 1 of the consultation process, to help them make informed inputs into the consultation process. This process is described more fully in the Consultation Plan attached. After phase 1 of the consultation process is complete, the findings of the review will be summarized in a public report that includes human rights-based recommendations for changes to policy and practice involving police in schools. The report of the findings and recommendation following phase 1 of the consultation will be presented to the Steering Group, Ottawa Police Service, Advisory Committees, board of trustees during a COW meeting in March and posted on the OCDSB website. This report will be shared widely with stakeholders through a media release. The revised policy will be presented to the board of trustees in June 2021. The proposed revised draft policy on police involvement in OCDSB schools will be consulted with internal and external stakeholders during Phase 2 of the consultation. This is more fully described in the Consultation Plan attached.

8. Board Motion - Part B (ii) internal and external consultation plans, per Policy P.110.GOV:

Next, the consultation will create safer spaces, both public and private, that allow people who have been most impacted by the use of police in schools to come forward and share their perceptions and experiences. The identification of individuals and groups will be informed through the literature review findings and through the steering group guidance. The OCDSB will provide interpretation and translation services where needed. Facilitation of these sessions will be

conducted by third parties who are experienced facilitators, and who understand human rights and equity issues including do no harm, and are trusted by the groups they will be facilitating. The OCDSB will engage with service providers who can provide psycho-social support to participants in order to reduce trauma.

The participant engagement part of the consultation will provide opportunities for voices from schools (students and staff), community, Advisory Committees, central equity networks (students and staff) and will include group and individual sessions as well as anonymized survey feedback. Consultation methods, tools and approach will be piloted at 2 schools, using group and one-on-one meetings, as well as a targeted survey tool, OCDSB will initiate direct contact with a diverse range of students and staff. Findings from the pilot sessions will inform the broader engagement activities. Students and staff in schools with priority school resource officer support will be consulted as well as the school resource officers assigned to those schools as part of the pilot phase.

Moving from the pilot phase into the broader engagement phases we hope to learn and better understand the impacts of current OCDSB policies and practices involving police in schools. Students and staff of all identities will be invited to participate. Through trusted student and staff networks including equity focal points within schools, Indigenous and Black Graduation Coaches, Coordinators of student support for First Nation, Métis and Inuit students, Multicultural Liaison Officers, Youth Outreach workers (Boys and Girls Club), Diversion Counsellors, the Student Senate and equity seeking staff affiliate groups, we will encourage the participation of Indigenous, Black, racialized and people who are minoritized and marginalized. The consultation will also leverage student networks such as the Rainbow Youth Network, the Black Youth Network, Original Voices as well as any other groups affiliated with racialized and minoritized students to seek their input.

In addition to students, parents, guardians, caregivers and community groups, the consultation will also engage principals, vice principals, and staff to better understand how police are used within their schools and their perceptions and experiences of how police involvement in schools impacts on them, their practices and their work with students. We will also engage with the police, including school resource officers to learn and consider their perceptions and experiences of police involvement in schools.

The anonymity of the respondents will be preserved in the report to maximize safety and encourage participation. Barriers to participation will be anticipated and addressed. Barriers connected to full participation in virtual forums are acknowledged and will create accessibility limitations for this review's engagement. We will try to overcome them by supporting costs of telephone or internet engagement if required, and supporting interpretation through the use of MLOs.

9. Board Motion - Part B (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

To support engagement with a broad range of impacted stakeholders, a representative steering group will be appointed. This steering group will include student and community representatives, ACE, IEAC, PIC and SEAC Advisory Committee (non-staff and non-Trustee members) representatives as well as local experts. Selection of the steering group members will be done by the staff leads of this review.

To ensure that student voice is centered, efforts will be made to ensure that at least 50% of the steering group's members are students inclusive of First Nations, Métis, Inuit, Black, Muslim, 2SLGBTQ+, newcomers and people receiving mental health support or in special education programming are represented. Membership will also staff representatives inclusive of equity seeking staff affiliate groups. The steering group will support the development of the terms of reference for the review, identification of sources of scholarship and study for the desk review, identification of people and groups to be consulted, and will be consulted on interpreting the results of the consultation and the development of the consultation's recommendations. This group will guide and support the staff leading the review.

The goal of this Group will be to support the development of detailed terms of reference for the review identifying resources for the desk review, people and groups to be consulted, and will be consulted on interpreting the results of the consultation and the development of the consultation's recommendations.

RESOURCE IMPLICATIONS:

10. Facilitation of the participant forums will be conducted by third party facilitators with expertise in youth facilities and experience in and knowledge of equity and human rights work. Estimated budget for this service is \$15,000 and will come out of existing department budgets.

COMMUNICATION/CONSULTATION ISSUES:

11. Pre-consultation for the design of this consultation included discussions with Student Trustees, Lui and Chen, and current and past students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, human rights and equity advisors from other schools boards, and representatives of the Equity Secretariat at the Ministry of Education. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools assessment guidelines were reviewed.

The District is currently undertaking Phase Two of the consultation on P.032. Safe Schools and P.125.SCO School District Code of Conduct. The revised Safe Schools policy amalgamates a number of other policies related to the District

response to misconduct by students. Staff will take under advisement any feedback from the consultation on police involvement in schools that may affect the revised Safe School policy and make necessary modifications at a later date.

In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports.

RECOMMENDATIONS:

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-080, be approved.

Mary Jane Farrish
Superintendent of Instruction
(ext. 882)

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

APPENDICES

Appendix A - Police Involvement in Schools Consultation Plan



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	October 13, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Police Involvement in Schools - Policy and Practice Review
CONTACT / PROJECT LEAD (Name, telephone, email):	Superintendent of Instruction and Safe Schools, Mary Jane Farrish
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>To update Board Policy P.043.SCO Police Involvement in Schools in response to the following Board Motion:</p> <p>A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.</p> <p>B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.</p>	
WHY?	
<p>2. WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p>	

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 include goals in the cultures of Caring and Social Responsibility:

- a. Remove barriers to equity of access, opportunity and outcomes
- b. Prioritize the dignity and well-being of students in inclusive and caring classrooms
- c. Build authentic engagement with and among our communities

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community	Internal to OCDSB	External / Other (please identify)
<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Trustees	<input type="checkbox"/> Agencies/associations
<input checked="" type="checkbox"/> Parents/guardians	<input checked="" type="checkbox"/> Superintendents	<input checked="" type="checkbox"/> Community groups
<input checked="" type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input checked="" type="checkbox"/> General Public
<input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils governments		<input type="checkbox"/> Managers <input type="checkbox"/> Other
<input checked="" type="checkbox"/> Advisory committees (Specify below)	<input checked="" type="checkbox"/> District staff	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc		<input type="checkbox"/> Federations
<input type="checkbox"/> Other <input checked="" type="checkbox"/> Other: Ottawa Police Service		

Please describe or expand on who will be consulted and any partners in the consultation:

Students and parents from the following groups will lead this policy review: Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who have mental health needs, English language learners and students experiencing poverty.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

Pre-consultation for the design of this consultation included discussions with Student Trustees, Lui and Chen, present and past students including students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, human rights and equity advisors from other schools boards, and representatives of the Equity Secretariat at the Ministry of Education. In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools: trauma informed assessment guideline, was also reviewed.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input checked="" type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Information about the consultation will be posted to the District website, linked to school websites, included in the school council newsletter, and communicated to principals for the information of school councils. Using the IEAC, ACE, SEAC, PIC, and OCASC networks, as well as existing community partner networks, information will be provided directly to our community partners from the First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English language learners and communities representing students with special education profiles. To mobilize participation of students, and in particular students who identify as First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English

language learners and communities representing students with special education profiles, information will be sent out through existing networks and clubs as well as the Student Senate.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Focus groups | <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Public meetings (Virtual) |
| <input type="checkbox"/> Mail-out or email circulation | <input checked="" type="checkbox"/> Survey / questionnaire |
| <input type="checkbox"/> Open houses / workshops / cafes | <input checked="" type="checkbox"/> Web-based notice / Web-based comments |
| <input checked="" type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
- Please describe:

Thoughtexchange for staff and general public, facilitated group discussions, email account, website.

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation

TARGETED DATE FOR FINAL DECISION:

September 14, 2021

**PROJECTED
DATE(S)**

ACTIVITY/MILESTONE

NOTES**

PHASE I

**November-
December
2020**

- Appoint Steering Group
- Share the findings of the Desk Review with the Steering Group to:
 - guide the design of the survey/interview/discussion questions
 - provide insight into groups to be reached out for the consultation

- Steering Group will be representative of the diverse student population and include representatives from groups protected by the Ontario *Human Rights Code*
- Staff will also engage with OPS and organizations who have experience in providing youth services and access to

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.

Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

		appropriate evidence/testimonials from students in OCDSB schools
January 2021	<ul style="list-style-type: none"> • Finalize questions to be used for facilitated group discussions and survey • Reach out to the groups identified by the Steering Group to schedule meetings • Pilot with 2 schools (one priority SRO school and one non-priority SRO school) to test the survey tool and the facilitated group discussions 	<ul style="list-style-type: none"> • Questions should assess how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts • Questions should seek recommendations for the way forward to create schools that are safer for all students
February-March 2021	<ul style="list-style-type: none"> • One-on-one key informant interviews and/or survey with students, staff, administrators and police • Facilitated group discussions with equity seeking groups; students, staff, and community groups • Virtual public consultation meetings • ThoughtExchange with parents/guardians, students and staff to solicit their feedback on the School Resource Officer support 	<ul style="list-style-type: none"> • Input from the steering group will be sought to modify or adjust the process, as appropriate • A safe space will be provided to participants to express the impacts of the current Policy on their lives
PHASE II		
March - April 2021	<ul style="list-style-type: none"> • Analysis of stakeholders input • Findings report to be submitted to COW (April 13) • Report to Board on April 27 • Draft revised Policy 	<ul style="list-style-type: none"> • Steering Group will help interpret results of the consultation, be consulted on the findings and recommendations and provide input into the draft policy • Engage with OPS
April – May 2021	<ul style="list-style-type: none"> • Share the revised draft policy with the Steering Group and participants of Phase 1 of the consultations • Share the revised draft policy with the advisory committees to Board <ul style="list-style-type: none"> ○ ACE by email prior to joining their meeting (April 29) ○ SEAC by email prior to joining their meeting (May 5) ○ PIC by email prior to joining their meeting (May 12) 	<ul style="list-style-type: none"> • Revised policy will be shared through multiple mediums - electronic (email), virtual opportunities, through school and central networks in addition to the Advisory Meetings

	<ul style="list-style-type: none"> ○ IEAC by email prior to joining their meeting (May 13) ○ OCASC by email prior to joining their meeting 	
June – August 2021	<ul style="list-style-type: none"> ● Finalize revisions to OCDSB Police Involvement in Schools policy based on stakeholders' feedback 	
September 14, 2021	<ul style="list-style-type: none"> ● Presentation of final policy to COW 	

****In filling out this chart, please note:**

- the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;
- any constraints such as necessary deadlines, availability of stakeholders; and
- the timelines for communicating the outcome/related decisions reached to those consulted.

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

☒ Email circulation
 ☐ School / principal communications / newsletter
☐ Letter distribution
 ☒ Website (schools and/or OCDSB sites)
☒ Letter of Transmittal to committee/Board
 ☒ Media reports
☐ Other

Please describe:

The Ottawa Police Service will initially be engaged during the development of the preliminary findings and recommendations in Phase 1. The findings and recommendations of the draft report will be shared with the Police prior to presentation to COW in April 2021. The finalized report will be posted on the OCDSB website, and shared widely with stakeholders through a targeted media outreach strategy.

Revised policy will be communicated out as per activities listed in section 8.
 The approved policy will be shared with key groups consulted during Phase 1 and Phase 2 electronically and an opportunity to participate in a virtual meeting.

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, interpretation, translation, materials):

Facilitation costs = \$15,000

Advertising and other communication costs will be covered within the existing budgets.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

Engage with a select number of the participants, as well as with the Steering Group members, to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.



INDIGENOUS EDUCATION ADVISORY COUNCIL

**January 16, 2020
6:00 pm
Gloucester High School
2060 Ogilvie Road
Ottawa, Ontario**

Members:

Monique Monatch, Albert Dumont, Nina Stanton, Inini
McHugh, Raiglee Alorut, Benny Michaud

Staff and Guests:

Staff and Guests: Wendy Hough, Dorothy Baker, Jody Alexander, Ganaabouté
Gagne, Chantel Verner, Kris Meawasige, Josh Lewis, Leigh
Fenton

1. Opening

Vice-Principal Alexander called the meeting to order at 6:19 p.m.

Albert Dumont opened the meeting with a teaching.

2. New Business

Superintendent Baker announced that Ms. Alorut has accepted a position as the Strategic Planning Resource Adviser for the Ministry of Education in the Inuvialuit Settlement Region. Ms. Alorut said she will always go where she is most needed to improve the lives of her people. Superintendent Baker noted that Ms. Alorut has played an integral role on the Inuit Elder's Circle and wished her all the best for her next journey.

Mr. McHugh reported on the following items:

- He was grateful to have had the opportunity to meet and prepare a presentation for a psychologist and social workers who are part of the Learning Support Services (LSS) Team;
- He noted that five students in his program will be enrolling in post-secondary education at the end of the year, and requested additional information on the Prior Learning Assessment Review (PLAR);
- He recognized Geordie Walker, Principal of Hillcrest High School, for his dedication to the needs of his students; and

- He highlighted that only \$2.7 million dollars was allocated to Indigenous services in the 2018-2019 operating budget. He requested additional information on the funding formulas to support indigenous student learning and well-being.

Superintendent Baker acknowledged Mr. McHugh's contribution to improving student experience. She plans to invite Finance Manager Kevin Gardner to speak to IEAC about the budget, its connection to equity and the allocation of funds. She explained that grants from the Ministry are either *sweatered* (meaning they have to be spent on a certain program or in a certain way), or *unsweatered* (meaning the board has flexibility about how they spend the money). For example, some funds are allocated specifically for Indigenous Education as a part of the Board Action Plan. One way funds are allocated to the District by the Ministry of Education is through the examination of the number of self-identifying Indigenous students. Vice Principal Alexander referred to the current process for Indigenous self-identification; in consultation with the community, the former pamphlet format will be updated to a new self-identification card. Parents and guardians of children under 18 years of age are able to identify their children as having First Nations, Métis or Inuit ancestry. Students over 18 years of age are able to self-identify as having First Nations, Métis or Inuit ancestry. Superintendent Baker mentioned that there will be a future discussion at IEAC about the data that has been collected from the "Valuing Voices" survey focused on identity-based data collection.

3. Presentations and Discussion

3.1 Report 20-111, Supporting Indigenous Learners at the OCDSB

Vice Principal Alexander reported that the District had approximately 1400 self-identified Indigenous students in the 2018-2019 school year. Over the past three years the number of families who have chosen to self-identify as Indigenous within the OCDSB has remained constant. This number is consistent with that of the 2016 Canadian Census wherein the Indigenous population is reported at 2% in Ottawa.

The report was presented to the District's Director's Executive Council where Vice Principal Alexander had the opportunity to showcase the work of the Indigenous Education Team to senior staff. She explained that OCDSB staff across the District is on a learning journey spanning from awareness to adopting the Indigenous pedagogy into their classrooms.

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

- The addition of the Indigenous Student Success Coordinator (ISSC) in 2018-2019 increased the capacity of the team significantly. The ISSC, together with the Indigenous Student Success and Re-Engagement Coordinator (ISSRC) supported 33 schools (Kindergarten

to grade 12), worked directly with 638 students, facilitated 112 student circles, held 111 parent and guardian meetings, and met with 457 school staff;

- Efforts to support Indigenous students and to create a network of peers have resulted in the creation of a youth group, Original Voices, in the 2018-2019 school year;
- The 2019-2020 Board Action plan will include the implementation of a Ministry funded Indigenous Graduation Coach. The job posting will be circulated both internally and externally. The District is also posting two Graduation Coaches for Black Students;
- Mr. Lewis supported the notion of a graduation coach. He noted he is unable to visit all schools frequently enough to provide continuous high- level support to students and educators on a daily basis;
- Mr. Dumont recounted that he had heard on Canadian Broadcasting Corporation (CBC) radio that increasingly, more students are having difficulty reading and the Ontario Human Rights Commission has become involved. He taught his granddaughter how to read and spell using the Indigenous ways of learning where the characters in the alphabet were drawn like pictures. Ms. Alorut mentioned that in her community they sing the words instead of reading to play with the sound of the word;
- In the 2018-2019 school year, the shortage of occasional teaching staff had a direct impact on the delivery of professional development. Only 22% of the budgeted Ministry funds of \$56,845 was disbursed in the programming to support the implementation of a revised curriculum for history and social studies;
- Various peer-to-peer Indigenous mentorship programs exist within the city. The Indigenous School Mentorship program offers an opportunity for Carleton University students to work as peer mentors with Indigenous elementary and high school students in the Ottawa area, through involvement in the classroom, lunchtime or after-school programs and/or cultural clubs.
- Trustee Gagne attested to participating in afternoon co-op programs within the District, alongside two other First Nations high school students from South Western Ontario. They work with younger students at Fisher Park Public School and Summit Alternative to teach mathematics; and
- A request was made for a follow-up report detailing the results from the 2019-2020 Board Action Plan.

4. Reports

4.1 14 November 2019 IEAC Report

The 14 November 2019 IEAC Report was received by the council.

4.2 Superintendent's Report

Superintendent Baker reported on the following items:

- Andrew Parent is the new principal of Gloucester High School and she is confident in his abilities to do outstanding work;
- Data is being collected on the English Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U/C/E) compulsory course. Eighteen of the twenty-five high schools are offering the course at all pathway levels. The goal is to offer the course at every high school by September 2021. NBE3U/C/E teachers are unable to meet for professional development at this point due to the labour unrest. All professional learning is on hold.
- A review of land acknowledgement in schools is underway to ensure that the articulation is not tokenism. Vice Principal Alexander and the Indigenous Education Team have made many presentations across the District on the meaning of land acknowledgements. Ms. Manatch queried whether the wording was developed independently and added that expressing a personal connection to land acknowledgement is important. Superintendent Baker responded that a land acknowledgement wording guide has been created in consultation with the community, however there are staff who internalize the acknowledgement and identify who they are in relation to the land. Trustee Gagne added that at Glebe Collegiate Institute, a land acknowledgment is part of the morning announcements on the public address system, spoken at the beginning of announcements and opens staff meetings. The words spoken are always different depending on who is delivering them. Mr. Dumont stated that he and Ms. Manatch have been working with the Canada Council of the Arts to help them with a customized land acknowledgement; and
- A survey regarding smudging was initialized to determine from principals which sites were engaged in opportunities for smudging for students, staff and/or community. Of the 96 respondents, 9 sites indicated that they were providing this opportunity. Creating a protocol for smudging is on Vice Principal Alexander's workplan this year. She plans to ensure principals are aware of available smudge bundle materials for First Nations and Métis students and teachers to use should they wish to smudge. Ms. Alorut requested more information

about a future policy for lighting the Inuit qulliq, the traditional soapstone lamps used in ceremonial purposes.

5. Closing

Mr. Dumont offered a closing at 8:16 p.m.



INDIGENOUS EDUCATION ADVISORY COUNCIL

September 17,
2020
6:00 pm
Zoom Meeting

Members: Albert Dumont, Monique Manatch, Inini McHugh,
Benny Michaud

Staff and Guests: Wendy Hough (Trustee), Lynn Scott (Trustee), Justine Bell (Trustee), Dorothy Baker (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Joy Lui (Student Trustee), Charles Chen (Student Trustee), Chantel Verner (Indigenous Education Itinerant Teacher), Kareen Butler (Indigenous Education Itinerant Teacher), Kris Meawasige (Indigenous Student Support and Re-engagement Coordinator), Kyl Morrison (Indigenous Graduation Coach), Nina Stanton, Lili Miller, Anthony Debassige, Donna Blackburn, Leigh Fenton (Board/Committee Coordinator)

1. Opening

Elder Albert Dumont opened the meeting.

Mr. Meawasige requested that the meeting begin with introductions from the participants, as was done in circle when the meetings were held in the lodge at Gloucester High School.

2. Community Discussion

Superintendent Baker shared that, on a suggestion from Mr. McHugh, she is inquiring over the prospect of assembling smudge kits or other appropriate gift items to offer the First Nations, Métis or Inuit participants on the IEAC council. This will help the council to begin the meetings from home and join in the ceremony together. Mr. McHugh mentioned that in a virtual meeting, the council does not have the opportunity to come together in a circle and perform a smudging ceremony. The concern was that people may be low on a supply of medicines or new members joining may not have access to a smudging kit. Ms. Miller supported the idea as it reminded her of balanced reciprocity.

Vice-Principal Alexander encouraged the idea of the replenishing of medicines and requested that Elder Dumont discuss the protocols of the circle to share the knowledge with the new participants. Elder Dumont stated that whenever something is done for the benefit of everyone, good will come of it. In the Algonquin Nation, smudging is performed for centering, healing and to restore balance. He uses medicines that serve to cleanse negative energy from the room and in turn people become calm and able to speak without fear in the meeting. There is a trust and faith placed on sacred medicines and ceremonies. A ceremony takes place when the sage, sweet grass, cedar or tobacco is lit. By partaking in the ceremony of smudging, one does not renounce their own spiritual beliefs but rather it is an opportunity to be grateful to be human and be able to smell, taste and hear.

2.1 Return to School Questions from the Circle

Superintendent Baker reported that students have returned to school. The District has created six new virtual schools, referred to as Ottawa Carleton Virtual (OVC) schools. She acknowledged staff members who worked hard to organize and reorganize classes, along with the custodial staff who have been getting the schools ready following Ottawa Public Health guidelines. To date, the return into the school routine has been smooth for staff and students. The transportation challenges are under review. In her visits to the schools she has seen the smiles behind the face masks.

Vice-Principal Alexander reported that she is coordinating with her team to ensure that students are receiving support. She is working to support teachers who are aiming to infuse Indigenous education into their curriculum. Teachers in the new virtual schools have connected with her for advice on content.

Indigenous Education Itinerant Teacher Butler mentioned that an online Google community has been established to share curated Indigenous resources. There is a push to move away from textbooks and find alternative, enriching ways to present Indigenous history and perspectives. She has arranged “Tea and Talks” to discuss Orange Shirt Day in a respectful way.

Indigenous Student Support and Re-engagement Coordinator Meawasige reported on his work with the Indigenous Education team on the NAC20 online summer course. This was a grade 10 History credit course specifically for First Nations, Inuit and Métis students who were entering grade 9 and also included grade 10-12 students, who were interested in the unique learning opportunity, to support the new entrants with earning credits. He and the team continue to support students from the 2019-2020 school year. Some did not register for either the in person or virtual education model in time to meet the deadline. They have been engaged with principals to provide students and families with information to alleviate some of the anxiety around the reopening of schools. Additionally, he has been preparing to host the first Original Voices Youth Council meeting, beginning next week. This meeting will celebrate the Youth

Council students who graduated in June 2020 and will provide an opportunity for new students in grades 9 to 12 to participate. He concluded by noting the work that he and Indigenous Student Support Coordinator Josh Lewis have begun on implementing virtual sharing circles for high school students every Thursday.

Instructional Coach Verner spoke about her commitment to supporting the English courses offered for Indigenous Studies in grade 11, which are referred to as the NBE. A large part of her focus is to help teachers convey the new content to their students in a culturally respectful way, while being mindful that there may be Indigenous students in the classroom. She interacts with literacy coaches to better support these NBE teachers as well. Additionally, she announced that the Indigenous Speaker Series began last spring with the Learn at Home program. Due to its success, this series will continue virtually into the 2020-2021 school year. Of note is that these presentations by Indigenous people are not only directed to students who are enrolled in the NBE program but all students across the District are invited to attend.

Graduation Coach Morrison reported that his work is to assist Indigenous students enrolled at Gloucester High School. The reengagement rate of students this year was evident. Some students are returning to school after not attending for upwards of two years. A new class for the 2020-2021 school year was created: a lodge cohort. There are sixteen students in this cohort. Some are completing credit recovery; others are engaged in interdisciplinary studies like Math or English. A Long Term Occasional (LTO) teacher is assigned to this cohort. They support these students in responsive ways as they adjust their engagement in class and online due to the fluctuations in comfort around COVID-19 risk.

Silatunig Inuit Student Support Services Leader McHugh proclaimed that by working continuously to support the mental well-being of students, he feels a sense of rejuvenation now that school is in session. A child and youth mental health counsellor, an art therapist and a youth substance use and wellness counsellor were hired recently to serve the Mental Wellness division. As a community partner, his organization welcomes student referrals from the school boards. He highlighted that through the determination of Trustee Hough, who wrote letters of support for the creation of the educational hubs for online learners, they were able to submit a Child First Initiative (CFI) grant application. They are in the process of creating two hubs, two days a week for both elementary and secondary students. In thirty days they should receive news on the status of the application.

Trustee Scott requested additional information on the Grade 11 NBE course and the relationship between learning about Indigenous voices and teaching culture in schools. Instructional Coach Verner responded that in these courses it is the Indigenous authors who are to be the voice of the teachings. Should the class wish to learn about beading, for example, the teacher would need to invite an

Indigenous person to teach students First Nation beadwork. Elder Dumont commented that engaging the Indigenous community members in the teachings is mutually beneficial.

3. **Update on the Indigenous, Human Rights and Equity Roadmap**

Superintendent Baker advised that she is not the keeper of the IEAC agenda and the council can set the agenda for items they would like to discuss.

Mr. McHugh suggested that all requests that have been raised in previous meetings should be subject to follow-through. He recognized the courage one shows when they bring an idea to the circle. He used the example that last year former Inuit Council Member Ragilee Alourt had requested that the lighting of the Qulliq in schools be made possible. Coordinator Fenton agreed to work with Mr. McHugh on a tracking mechanism for items such as these. For a future meeting he would like to obtain an approximate estimation on the number of Indigenous online learners. Superintendent Baker noted that every OCV school will have a web page featuring information on Indigenous Education. She is working with the Indigenous Education Team to put together an email introduction about everyone who works to directly support these students. Determining a definitive number of Indigenous students who have chosen the online learning model would be a challenge because some students have not self-identified as Indigenous, at this time.

Mr. McHugh expressed his interest in learning more about the increased funding directed at Indigenous learning and the funds specific to Indigenous students and mental health. Superintendent Baker plans to invite Finance Manager Kevin Gardner to present to the IEAC in October.

Superintendent Baker stated that there is specific reference to policies around cultural practice in the Indigenous, Human Rights and Equity Roadmap (The Roadmap). The Qulliq lighting ceremony could be included in these protocols. Vice-Principal Alexander is currently writing a smudging protocol. Ms. Michaud offered to share Carleton University's policies regarding use of traditional medicines on campus. Ms. Michaud noted that for the First Nations and Métis and Inuit students who would like to smudge, it is a right that is protected under the Indigenous Spiritual Practices Protection in the Ontario Human Rights Code. Ms. Miller requested a timeline for completion of the District's policy. Superintendent Baker responded that the smudging document is slated for completion in 2021. Human Rights and Equity Advisor Tanner indicated her interest in collaborating with Ms. Michaud and Vice-Principal Alexander to institutionalize this policy to ensure that the same types of benefits and protections are extended across the District.

Superintendent Baker provided an update on The Roadmap and shared that the original draft was edited with comments from IEAC. The Roadmap is a measurable document, aligned with the 2019-2023 Strategic Plan, with explicit

timelines and milestone markers. A scorecard is being developed which will provide accountability for the District. Vice-Principal Alexander contributed that the document speaks to the shift that they are trying to achieve within the District. The final version will be shared with IEAC via email. She and Vice-Principal Alexander would be grateful to receive any further feedback before it appears before the Committee of the Whole on 13 October.

4. Reports

4.1 Superintendent's Report

Superintendent Baker announced that the Chair of the Special Education Advisory Committee (SEAC), Sonia Nadon-Campbell has requested to attend IEAC as an observer. Trustee Blackburn explained that the advisory committee meetings are public meetings and all are welcome to attend as guests. Superintendent Baker concurred that all people are welcome.

4.2 25 June 2020 IEAC Report

Moved by Albert Dumont

THAT the Indigenous Education Advisory Council Report dated 25 June 2020 be received.

Carried

Under business arising from the minutes, Elder Dumont expressed the view that students should be encouraged to feel goodwill towards police officers. Circles can be a place where a student and an officer hold space and begin to know one another. He volunteered to attend such an arrangement.

Trustee Scott noted that the motion to ask staff to develop a plan for a review of police involvement in OCDSB schools, and specifically School Resource Officers, was approved at Committee of the Whole 15 September 2020, and will go to the Board meeting on 22 September 2020 for a final decision. This motion asks for a plan to be developed, including consultation to capture many voices. The next step will be to approve the plan and a review will begin afterwards. Superintendent Baker reminded the council that the meetings are public and the link to join the meeting is on the District's website on the calendar event page. Trustee Bell commented that she believes it is important that the District approach the review from a "do no harm" principle in order to avoid exposing people to additional risks or mental strife through the action of a review.

5. Information and Invitation

5.1 Indigenous Education Advisory Council Meeting Schedule 2020-2021

The 2020-2021 IEAC Meeting schedule was distributed as a part of the meeting package for informational purposes.

6. Closing

Mr. Dumont offered a closing at 7:48 p.m.

Indigenous Education Advisory Council - Action Logbook 2019-2020

	Meeting Date	Suggestion	Accountability	Requester	Status	Final Notes	Completion Date
1	19 September 2019	Transportation to be provided to all Indigenous students on a cross boundary transfer	D. Baker	I. McHugh	In mtg of 17 Oct '19: Mr. McHugh proposed that the Board policy on cross boundary transfers be revised to ensure that any Indigenous student be provided with a free OC Transpo Presto Pass	Indigenous Students on a cross-boundary transfer are encouraged to speak with their school's administration or guidance staff if they require support with transportation. Transportation applications are provided by schools for specialized	14 November 2019
2	19 September 2019	Life skills training to be incorporated into the curriculum	D. Baker	I. McHugh	In mtg of 17 Oct '19: D. Baker advised that life skills courses are offered in secondary schools. She requested a discussion with Mr. Hugh to identify the current need for life skill		
3	19 September 2019	Review the Single Day of Recognition for all Indigenous People in Schools	D. Baker	A. Debassige	In mtg of 17 Oct: D. Baker stated that the District is examining ways to work with staff to build awareness of the rich diversity of Indigenous culture on an ongoing basis.	Ongoing	
4	19 September 2019	"Welcome" Plaques could be mounted in each District school, written in the language of the Algonquin nation	D. Baker	An Indigenous participant			
5	19 September 2019	In-school teams of social workers, psychologists, engagement workers and behavioral consultants can be formed and include Indigenous people. This will encourage more Indigenous youth to choose counselling.	P. Symmonds	I. McHugh			
6	19 September 2019	Elder in Residence Program	J. Alexander	S. Joamie	Trustee Ellis suggested that should the council make a formal recommendation to the Board to facilitate regular teaching sessions in lodges, remuneration to be considered.		
7	17 October 2019	Post IEAC meeting schedule on the Indigenous Education webpage	L. Fenton	Lili Miller	L. Fenton requested that the Communications Division post the schedule		18 October 2019
8	14 November 2019	Update on the plan to offer Indigenous language credit courses to preserve culture	Roman Mitchell	An Indigenous Student	25 June 2020 mtg: Mr. Mitchell confirmed the coming release of a draft document which expands on the number of Indigenous languages to be taught in Ontario schools, including Inuktitut and Algonquin.		

Indigenous Education Advisory Council - Action Logbook 2020-2021

	Meeting Date	Action	Accountability	Requester	Status	Completion Date
1	16 January 2020	Additional information be provided to IEAC regarding the funding formulas to support Indigenous student learning and well-being	D. Baker	I. McHugh	Finance Manager Kevin Garden was to come and present in February, however due to inclement weather, the meeting was cancelled.	22 October 2020
2	16 January 2020	Follow-up report detailing the results from the 2019-2020 Board Action Plan.	J. Alexander	R. Alourt		
3	16 January 2020	Coupled with the current plan to develop a smudging protocol, develop a future policy for lighting the Inuit Qulliq lamps in schools.	J. Alexander	R. Alourt	September 17 2020 mtg: Human Rights and Equity Advisor Tanner to collaborate with Ms. Michaud and Vice-Principal Alexander to institutionalize this policy to ensure that the same types of benefits and protections are extended across the District.	
4	25 June 2020	Encourage student representation where at every meeting there is an Algonquin student, an Inuit student and a Metis student. More students must be invited to the meeting and the membership reviewed.	J. Alexander/ L.Fenton	G. Gange		
5	17 September 2020	The offering of smudge kits or other appropriate gifts for the First Nations, Métis or Inuit participants on the IEAC council.	D. Baker	I. McHugh	October 14 2020: Information is being collected from the members to send their smudging gifts.	



COMMITTEE OF THE WHOLE (PUBLIC)

13 October 2020

Report No. 20-053

Indigenous, Equity and Human Rights Roadmap, 2020-2023

Key Contact: Dorothy Baker, Superintendent of Instruction, 613-596-8211 ext. 8886.

PURPOSE:

1. The purpose of this report is to provide the foundation for the introduction of the Ottawa-Carleton District School Board's Indigenous, Equity and Human Rights Roadmap 2020-2023 (Appendix A) which sets direction in identifying and addressing systemic barriers that impact equitable access, opportunity and outcomes for underserved students and staff. The Roadmap operationalizes many of the priorities identified in the OCDSB Strategic Plan, 2019-2023 and outlines the roles, responsibilities, and accountabilities at all levels of the organization in serving students, parents, staff and community.

CONTEXT:

2. Under the previous OCDSB Strategic Plan, 2015-2019, the District embarked upon work that saw growth in internal capacity building in equity and inclusion in a number of areas including Indigenous Education, Culturally Relevant and Responsive Pedagogy (CRRP), the development of the OCDSB Gender Identity, Gender Expression Guide, non-binary washrooms in schools, and the amplification of student voice through various student events and forums. Enhanced methodologies were adopted to differentiate the allocation of resources to improve equity of opportunity for underserved students through the updated Resource Allocation Index based on Socioeconomics (RAISE).

As a District, it is time for us to move beyond simply celebrating diversity and inclusion and to take concrete action to address disparity and disproportionality in access, opportunity and outcomes for Indigenous, Black and minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability) students and staff.

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; faithism including Islamophobia, antisemitism, and anti-Sikhism; ableism; sexism, transphobia and homophobia. Despite the gains that have been made, there remains a lot of work to be done.

The OCDSB is committed to human rights, equity, anti-racism and anti-oppression. The Indigenous, Equity and Human Rights Roadmap provides direction to continue the work in full alignment with the goals of the OCDSB Strategic Plan, 2019-2023, centering equity in decision-making about prioritization of resource allocation and support. We are committed to challenging our assumptions, perspectives and biases; and to reshaping the instruction, access learning opportunities, outcomes, and environments we provide for students in partnership with those whom we serve.

KEY CONSIDERATIONS:

3. I. Background

In 2015, the Truth and Reconciliation Commission 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 we are working towards reconciliation.

In 2018, the OCDSB committed to support 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.

In 2020, with the launch of the Identity Based Data Collection Project - Valuing Voices: Identity Matters, it is possible to specifically identify systemic barriers that we know exist and address disproportionate access, opportunity and outcomes for Indigenous, Black and minoritized students.

As the Indigenous, Equity and Human Rights Roadmap has evolved, it has been shared and discussed with community partners, at the Indigenous Education Advisory Council, Advisory Committee on Equity and the Special Education Advisory Committee. It is important to recognize, acknowledge and thank all those who have participated and provided input to the process.

ii. Baseline Study: Identity Based Data Project

In 2018-2019, the OCDSB invited students, families and community partners from Indigenous and equity-seeking communities to share their educational stories and experiences within the OCDSB, to listen, and to gain greater insight into some of 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 impacting on equitable access, opportunity, and outcomes:

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

These five themes, along with a section on Securing Accountability: Governance and Leadership, form the foundation of the Indigenous, Equity and Human Rights Roadmap.

iii. Valuing Voices - Identity Matters! Student Survey

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. In June 2020, the initial report that told the story of identity in the OCDSB was released publicly. Work is currently underway linking survey data to student outcomes (i.e., suspensions, credit accumulation, achievement, and streaming into program pathways) which will provide us with the opportunity to disaggregate, assess, analyse, use and understand the context of data intended to illuminate the evidence of systemic barriers in the district. Reports are being planned for public release in November, December, March, and June. Ongoing dialogue with community partners throughout the year will be critical to this process in order to provide further context to what the data is showing.

iv. The Indigenous, Equity and Human Rights Roadmap

Placing Indigenous education, equity and human rights at the centre of strategic planning for education, safeguards the ability of every student to realize their right to access equal educational opportunities and outcomes and every staff member to work in an environment free from harassment and discrimination. The Indigenous, Equity and Human Rights Roadmap 2020-2023 outlines specific goals, actions, and milestones to address systemic barriers for students and staff and to hold the District accountable for progress.

v. Goals and Milestones

The Indigenous, Equity and Human Rights Roadmap outlines the OCDSB's actions, goals and milestones which are crafted and organized around the five themes identified from the Valuing Voices: Identity Matters! focus groups and are designed to demonstrate improvements in the following areas:

- Importance of Identity;
- Building Staff Awareness and Capacity;
- Representation;
- Programming and Support for Students, and
- Engagement and Connectedness.

The additional section, “Securing Accountability”, sets out specific actions, reports, and communication structures by which to measure progress in the areas of governance and leadership with transparency.

The commitment to students, families, staff 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, and the OCDSB’s commitment to reconciliation and to honouring the Truth and Reconciliation Commission of Canada: Calls to Action.

The OCDSB’s commitment to addressing racism, and in particular anti-Black racism, is specifically 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.

It is important to note that these goals and actions are rooted in research and ongoing participation, input and feedback from students, parents, community and advisory committees/councils. They have been developed and solidified based on the voices we have heard.

vi. Implementation and Reporting

Specific milestones are outlined in the Indigenous, Equity and Human Rights Roadmap which set the expectations for implementation. The role of trustees will be key in policy review, aligning of resources, and decision making in governance matters in support of implementation. Monitoring of progress will be through cyclical quantitative and qualitative measurement structures aligned with the reporting structure of the Strategic Plan, which monitors progress at school and district levels. Specifically, the District will establish an Annual Equity Accountability Report (to be included in the Annual Director’s Report and presented for discussion at Committee of the Whole) that will establish accountability measures and responsibilities for school and district leadership and reports on progress towards goals identified in the Indigenous, Equity and Human Rights Roadmap, disaggregated by grade, Indigeneity, race, language, disability, sex, gender, and socio-economic status.

Changes in the identified areas of the Roadmap will signal success/shifts in reducing disparities and disproportionality for Indigenous, Black and minoritized students and staff in access, opportunities and outcomes.

RESOURCE IMPLICATIONS:

4. In Spring of 2020, the District received Ministry funding to establish a Human Rights and Equity Advisor (HREA). The role of the HREA is:
 - i. To build and maintain a culture of human rights within OCDSB; and
 - ii. Support the resolution of human rights complaints.

The cost of additional work identified within the Indigenous, Equity and Human Rights Roadmap will be managed through departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

5. Consultation plan and timelines:

Activity	Timeline	Complete
Gather data from various research reports, relevant legislation, community reports, advisory committee reports and minutes, consultation with Equity Partners Group and Focus Groups for Identity Based Data collection	Fall 2019/Winter 2020	✓
Collect input from senior team Strategic Action Plan Action accountabilities	Jan - Aug 2020	✓
Draft Letter of Transmittal and Road Map document to DEC	June 7 2020	✓
Work with Communications to develop graphic representation and mockup of Road Map Document	June/July 2020	✓
Conduct virtual Advisory Committee discussions (ACE, IEAC, SEAC) OCISO✓, Equity Partners Group (community health centres, CHEO, OPH etc.); students leadership groups	June-September 2020	✓
Develop Communications Plan with Comms/Board Services	July/Sept 2020	✓
Revisions based on community feedback	August/September 2020	✓

Draft Final to DEC	September 22 2020	✓
Final to COW	October 13 2020	✓
Presentation to Principals and Vice-Principals	October, 2020	
Launch to the District and community	October 2020	

STRATEGIC LINKS:

6. The Strategic Plan culture statements capture and articulate the values of the organization. Its equity and human rights commitments are embedded in these statements specifically as it relates to building a culture of caring and social responsibility: we will advance equity and a sense of belonging to promote a safe and caring community; and we will strengthen our community through ethical leadership, equitable practice, and responsible stewardship. Further, the Strategic Plan includes the student focused goals to remove barriers to equity of access, opportunity and outcomes in advancing a culture of social responsibility and to champion high expectations for all students in all programs as part of building a culture of innovation. The Roadmap has been constructed to align to the Strategic Plan on a project and program level and to provide evidence of progress in realizing organizational outcomes.

GUIDING QUESTIONS:

7. In what ways can the Board support the implementation of the Roadmap toward effecting a positive shift in structures, policies, procedures, practices and culture as measured by progress in addressing disproportionate access, opportunities and outcomes for Indigenous, Black and minoritized students and staff?

What supports will trustees need to implement in their practice to further the goals of the Roadmap?

SUBMITTED FOR DISCUSSION

Dorothy Baker
Superintendent of Instruction

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

Appendix A-Equity and Human Rights Roadmap 2020-2023

Indigenous, Equity and Human Rights Roadmap



Eliminating Barriers to Success 2020-2023

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 unsurrendered 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.

Students Are Why We Are Here

To serve every student, each one must be seen, heard and know they matter within the Ottawa-Carleton District School Board (OCDSB) community. To serve every student, 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 every student, 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 aging 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, Educational 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

We Are Indigenous

See Us and Hear Our Stories

Ottawa and the Ottawa-Carleton District School Board are located on the unceded and unsurrendered 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 has come to live here for a variety of reasons, from accessing health care and education to establishing careers.



The Ottawa-Carleton District School Board recognizes and acknowledges our 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 Indigenous students registered, all schools have students who identify as Indigenous. 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 confined to the past. The impact of colonialism on students and their families cannot be ignored. There are students within the education system and in our buildings whose parents and grandparents attended Residential Schools, or were a part of the 60's 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.

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 in Ontario's anti-racism data standards¹. In addition, the OCDSB also wanted to understand the individual and intersecting impact of gender identity and income.

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) 2016 Census
Indigenous			2.1%
First Nation	2.3%	2.5%	1.2%
Métis	0.9%	1.1%	1%
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%	6.6%
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%
A racial group not listed above (Central Asian-Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan- Indian, Mixed.	3.1%	1.2%	0.3%

Our Story by the Numbers

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) 2016 Census
Income			
<\$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%		42.0%
>\$140,000	29.8%		42.0%
I prefer not to answer	19.1%		

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)
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%

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)
Sexual Orientation		
Straight / heterosexual	54.7%	79.4%
Lesbian	0.1%	1.4%
Gay	0.1%	1.0%
Bisexual	0.3%	7.1%
Two-Spirit	<0.1%	0.2%
Queer	<0.1%	1.0%
Questioning	0.4%	2.1%
Asexual	0.1%	1.3%
Pansexual	<0.1%	2.1%
A sexual orientation(s) not listed	3.5%	1.0%
Not sure	28.4%	3.2%
I do not understand this question	3.5%	1.9%
I prefer not to answer	12.0%	3.9%
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%

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

*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.



Common Terms

A full glossary can be found at the end of this document.

ABC	Acronym for people who identify as being of African, Black and African-Caribbean descent.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and 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-racism	An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
Anti-oppression	The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often further empowering and/or privileging the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; or it may be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppressions in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities.
Inclusive Design	The six threads of Inclusive Design are designing instruction; engaging parents, families, Elders and communities; establishing environment as the third teacher; building staff leadership/capacity; analyzing data; responding to student voice.
Intersectionality	A theoretical framework for understanding how aspects of a person's social and political identities (e.g., gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege.
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.

How the Indigenous, Equity and Human Rights Roadmap Will Eliminate Barriers to Success

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, sex, 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 and applied versus academic pathways and specialized programs; higher dropout

rates and lower graduation rates. The perpetuation of these systemic barriers results 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

This section gives a brief overview of key sources informing the Roadmap.

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.

- 62. i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students
- 63. i. Develop and implement Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Share information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Build student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identify teacher-training needs relating to the above.

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 (UNDRIP), 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.

Article 14

- 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- 2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
- 3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

- 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
- 2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

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 Ontario's Education Equity Action Plan; to improve equity of access and opportunity for students of African descent to reduce barriers to learning; intentionally adopt practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent; collect and use identity-based data to measure progress and inform decisions on policy and programs that impact the education of students of African descent; and engage with parents and community organizations comprising people of African descent in Ottawa to support their sense of belonging in the OCDSB education community. There is an overwhelming urgency for action in the face of 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 barriers and biases within the system. Through these focus group conversations, participants identified five broad themes as key for the OCDSB to recognize as impacting on equitable access, opportunity, and outcomes:

- Importance of Identity
- Staff Awareness
- Representation
- Programming for Students
- 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 locally developed 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 true potential for growth and development. 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 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 data from the Valuing Voices Survey provide the ability to disaggregate, assess, analyze and understand the evidence of systemic barriers in the District and find ways to eliminate these barriers and 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 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, data from the Valuing Voices student survey 2019 and the Principles of Inclusive Design. Even more importantly, it is informed by and aligned with the voices we have heard within the OCDSB community.

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, staff, and communities that we have been under-serving. The goals outlined in the Roadmap focus on six key areas:

- Securing Accountability: governance and leadership
- Importance of Identity: disproportionality in access, opportunities and outcomes
- Building Staff Awareness and Capacity
- Increasing Representation
- Programming and Supports for Students: diversifying curriculum and access to mental health supports
- 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 and commitment to equity for all. With that said, there is an intentional focus on addressing racism, oppression and the intersectionalities of individuals and groups who systemically experience discrimination. Please note that while the Roadmap includes supports and programs for students with exceptional needs; detailed information can be found in the OCDSB's annual Special Education Plan.

The OCDSB's commitment to students, staff, families and communities who identify as First Nations, Métis and Inuit is highlighted in recognition of our unique relationship and responsibility to First Peoples, 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, staff, families and communities who identify as of ABC (African, Black, African-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

Priorities

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 (including a complaints process) 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 a 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 Planning and Assessment Scorecard to review, identify and measure progress on key structures, policies and practices that create disparities and disproportionate outcomes and report to community
- Establish an 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 (Education Quality and Accountability Office), 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 a mandatory annual orientation and learning plan to engage Trustees, senior staff, and school leaders in addressing legislative obligations and responsibilities as well as OCDSB governance and key policies, including but not limited to policies concerning Trustee conduct, conflict of interest, Indigenous, equity, and human rights education.

Professional Learning and Capacity Building

- 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 2020-2021

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

By 2021-2022

- Annual Equity Accountability Report 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
- 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 2022-2023

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

Goals and Milestones

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, Black and 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

Priorities

- Cyclically collect, disaggregate, analyze and use identity-based data to identify and document progress made (Annual Equity Report) in eliminating disproportionate representation of Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities, in suspensions and expulsions and enrollment 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
- Collect and analyze Indigenous self-identification data shared with Indigenous community partners through a reciprocal data sharing agreement (OCAP - Ownership, Control, Access and Possession)

Highlight on Black Excellence

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



Milestones

By 2020-2021

- Cyclical and continuous collection of identity-based and self-identification data for students who identify as Indigenous, Black and minoritized
- In collaboration with Community Equity Partners and Advisory Committees, interpret Valuing Voices: Identity Matters! data and set priorities for analysis
- Establish disaggregated baseline data from Valuing Voices: Identity Matters! on graduation rates, suspension and expulsion rates and student pathways
- Staff Census developed and administered

By 2021-2022

- 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 an OCAP reciprocal data sharing agreement

By 2022-2023

- Expand Indigenous cultural spaces into all District geographical areas



Goals and Milestones

Build Staff Awareness and Capacity

Goal

To increase the 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

Priorities

- 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, 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 (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)

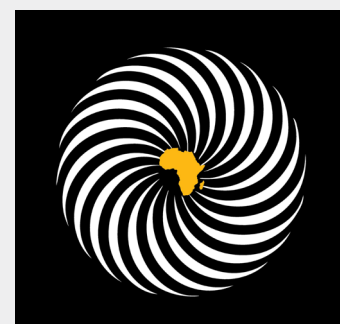


Highlight on Indigenous Knowledge

- 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
- Create a multi-media campaign on Black Student Excellence



Milestones

By 2020-2021

- District is engaged with “critical friends” (see Glossary) 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 2021-2022

- 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 2022-2023

- 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
- 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)

Goals and Milestones

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 the 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

Priorities

- Conduct Employment Systems Review
- Develop and implement an Equitable Recruitment Strategy to increase representation of Indigenous, Black and minoritized staff at all levels of the organization
- Develop and implement a Leadership Development Plan for Indigenous, Black and minoritized staff
- Establish staff affiliate networks (Indigenous, Black and minoritized staff)
- Establish student leadership councils (Indigenous, Black 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 ABC staff in leadership positions
- Establish and actively support ABC staff affiliate network



Milestones

By 2020-2021

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

By 2021-2022

- Employee Systems Review initiated
- Leadership Development Plan for Indigenous, Black and minoritized 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 2022-2023

- Indigenous Student Trustee Position is established



Goals and Milestones

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

Priorities

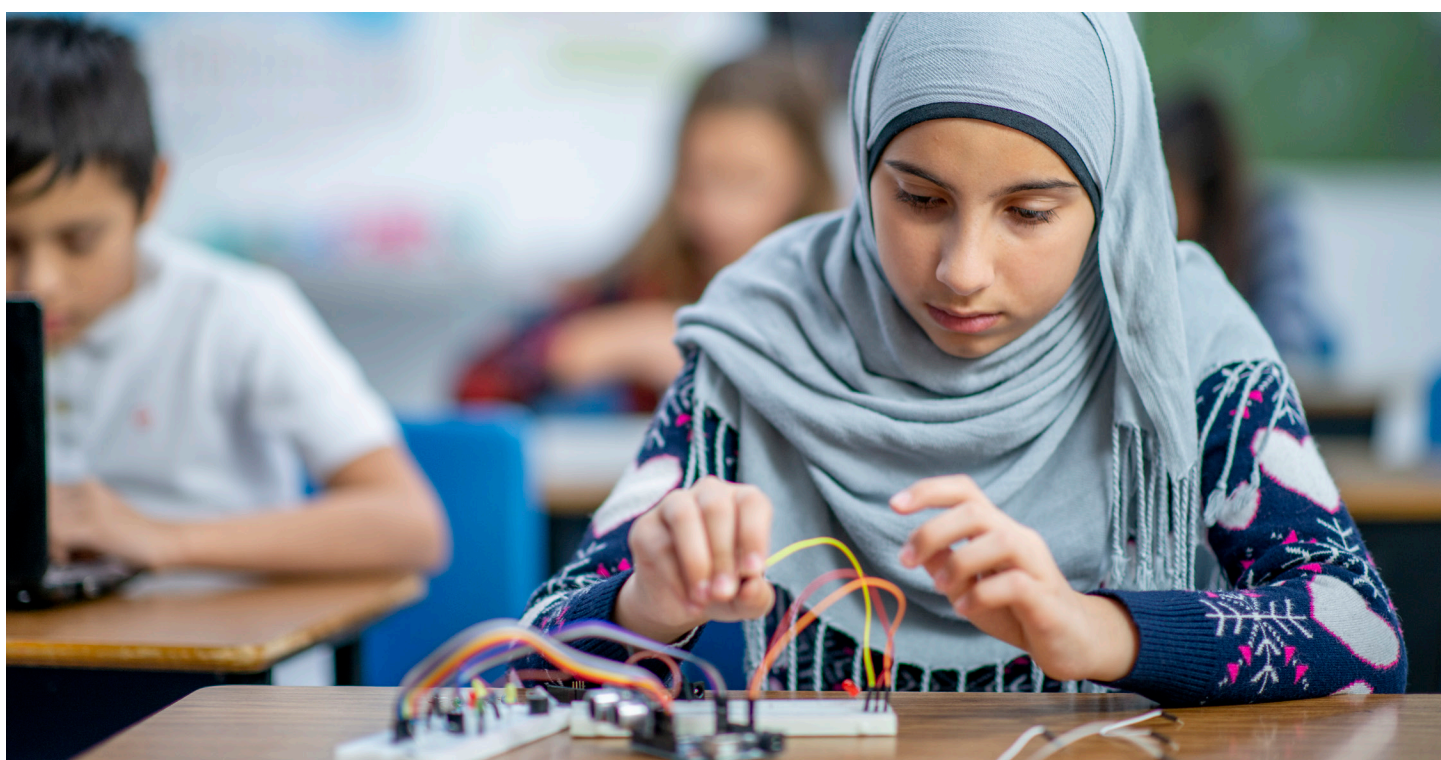
- Redesign Social Studies, History and Geography and Grade 9-12 English to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content, resources and delivery
- Pilot destreaming grades 9 and 10 in select secondary schools starting with high Indigenous, Black and minoritized student representation (English and Math)
- Review and modernize supports for English Literacy Development (ELD) program
- Establish links with culturally-specific mental health supports for Indigenous, Black and minoritized students
- Provide resources and support for pathways to success and graduation for Indigenous, Black 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 a District inquiry in select schools to address equitable access, opportunities, learning, and outcomes: Student Achievement Through Inquiry (SATE - See Glossary.)
- 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 ABC students with the opportunity to engage in cultural learning, celebrations, and networking: i.e., Black Student Forum
- Develop District strategy to support ABC students transitioning from Grade 8 to Grade 9 including pathways



Milestones

By 2020-2021

- Indigenous Graduation Coach established at Gloucester High School 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 the Ottawa Catholic School Board and the Ontario College of Teachers for Uquasilirijiit Elders Circle for Inuktitut language teacher accreditation

By 2021-2022

- Social Studies, History and Geography, Grade 9-12 English curricula have been redesigned to include Indigenous, Black and minoritized, 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
- Grade 9 mathematics destreaming pilot
- Student Achievement Through Equity Inquiry (SATE) initiated for 11 schools
- InSTEM program expanded
- Math/beading partnerships expanded
- Establish Indigenous language credit course through Continuing Education

By 2022-2023

- Gender inclusive physical education classes are piloted in two secondary sites
- Expansion of Black Studies course and Rainbow Bridges program
- Inuktitut Core Languages pilot program is established at R.E. Wilson Public School
- Annual SATE report established
- Anishinaabek/Algonquin Elders Circle is established for language speakers accreditation through Ontario College of Teachers

Goals and Milestones

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

Priorities

- 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 and minoritized students i.e., 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 and communities
- 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 and materials
- Indigenous community gatherings in schools are supported in collaboration and partnership

Highlight on Black Excellence

- Increase community partnerships to support ABC students
- Work with Community Equity Partners Group and the Advisory Committee on Equity to ensure the District is aligned with the Ontario Ministry of Education Equity Action Plan



Milestones

By 2020-2021

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



By 2021-2022

- 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 and communities (Date with Diversity and Speakers Series)
- Youth Leading Youth workshops (digital and face-to-face) 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 2022-2023

- 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

What Do We Expect to See by 2023

For Students

- Increased sense of safety, trust and belonging
- Increased access, opportunities and outcomes for success and excellence for Indigenous, Black and minoritized students
- Increased opportunities for student voice to shape their learning

For Parents and Community

- Repair and build trusting relationships
- Increased partnerships and collaboration with Indigenous, Black and minoritized parents and community partners to shape learning
- Increased confidence, engagement and participation in the education system

For Staff

- Increased representation of Indigenous, Black and minoritized staff population
- Increased sense of safety, trust and belonging
- Increased understanding and application of anti-racist, anti-oppression and equitable practices
- Improved relationships with all stakeholders



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 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

ABC	An acronym for people who identify as being from African, Black and African-Caribbean descent
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 and the broader culture of a society.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and 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	The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often to further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; it may also be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppression in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities.
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.
Bias	A predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.
Code Grounds	Grounds protected from discrimination under the Ontario Human Rights Code are age; ancestry, colour, race; citizenship; ethnic origin; place of origin; creed (religion); disability; family status, marital status, gender identity and gender expressions; sex; and sexual orientation.
Critical friend	A critical friend is encouraging and supportive, but also provides honest and often candid feedback that may be uncomfortable or difficult to hear. A critical agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues.
Culturally Responsive Teaching	Teaching that uses familiar cultural information and processes. The focus is on relationships, the interaction between the knowledge and skills of the teacher and the students, and critical social awareness.
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).
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.

Equality	Treating people the same way, to give everyone equal access to opportunities and benefits in society.
EQAO	The Education Quality and Accountability Office tests students' skills in reading, writing and mathematics at key points in their education (grades 3, 6, 9 and the OSSLT - Ontario Secondary School Literacy Test).
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 beliefs.
Harassment	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 the Code's definition).
Homophobia	The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as "homosexual."
Inclusive Design	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.
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	<p>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, several factors that are relevant to the concept of "Indigenous":</p> <ul style="list-style-type: none"> • Priority in time, with respect to the occupation and use of a specific territory • 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 • Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity • An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist. <p>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.</p>
Islamophobia	Racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general.
Intersectionality	A theoretical framework for understanding how aspects of a person's social and political identities (gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege.
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, etc.) 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 that 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 is 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 a mental disorder or cognitive impairment.
Sankofa	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.
SATE	The Student Achievement Through Inquiry (SATE) project uses factors known to contribute to successful schools to bring children, families and communities together in the educational environment as partners in the learning process, with the school becoming the “heart of the Community.” These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of students’ voice; and celebration of cultural diversity
Systemic Barrier	A barrier embedded in the social or administrative structures of an organization, including its physical accessibility, policies, practices and decision-making processes, or its culture. 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.
TRC	Truth and Reconciliation Commission
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 acknowledgement of the injustices and harms experienced by Indigenous people and the need for continued healing.
Unconscious Bias	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. The means that we automatically respond to others (for example, 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.