

INDIGENOUS EDUCATION ADVISORY COUNCIL

**Thursday, December 10, 2020, 6:00 pm
Zoom Meeting**

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Intro. Piece to IEAC for Four(4) Min. Presentation

HISTORY & MANDATE

The IC-Children & Youth (ICCYOUTH) program was created and developed by Felix N. Weekes in Montreal in 1986 for the children and youth from Canada's second oldest Black community, Little Burgundy. The mandate remains to partners with Schools and existing Social agencies to identify and offer disadvantaged "At-Risk" children and youth the opportunity to develop mentor-protégé relationships with University and College students, as Positive Role Models.

PURPOSE OF THE PROGRAM

ICCYOUTH proposes to develop a permanent structure within the existing infrastructure. University and college students will offer Sports/Leisure and Educational programs to children, youth and young adults enrolled in vocational training institutions, at their respective schools, communities and households. The most important aspect of the program is the interaction between the children/youth and student-leaders/mentors, each of who share closer cultural commonalities, as close-in-age. These relationships will serve as the foundation for providing other basic and required services like tutoring, counselling on an ongoing and consistent basis to our children, youth and their families, with the most important feature being, the extra attention of a trusted friend. *We believe the longer we have our children and youth engaged in our programming, the better chances we will have of changing perceptions, behaviours and attitudes.*

BENEFITS OF THE PROGRAM

Benefits to Elementary, High school and Vocational Students

Improved/Increased self-esteem, confidence and communication skills, improved academic performance, and increased opportunities in the classroom and shops, as well as to participate in recreation and leisure/sports activities and regular daily interaction with university and college student-mentors/leaders.

Benefits to Educational system and Community-based Activities

There will be an increase in the number of trained and directed HUMAN RESOURCES to organize, coordinate, develop and lead the proposed programming both at the school and vocational training sites and at ODAWA. We will improved participation and enthusiasm in school and attendance at ODAWA, as our Community HUB programming, through sports, recreation and leisure devised programming, as depicted through previously recorded data and graphs below from our past successful programming.

Benefits to Mentors/Leaders

Experience working with schools and other social service agencies, improved leadership skills and confidence, increased opportunity to network and build contacts, opportunity to apply theory-based learning to “*real-life*” experiences.

Benefit to Parents

Improved relationship with their children, low or no cost sports and recreational activities for their children, brighter future for their children

HOW THE ICCYOUTH PROGRAM WORKS

ICCYOUTH supplements school staff and programs at targeted schools, vocational training sites, households and ODAWA, as the Community HUB. We do this by developing highly motivated, energetic and specially trained and coordinated group of university and college student-mentors. The chosen student-mentors are tasked to develop various programming and encourage their proteges’ participation and training. Programming would involve issues, not limited to, such as anger management, conflict resolution and how “*free time management*” adversely affects the lives of children, youth and young people, including their families. *(Please see below data and Charts of past activities.)*

The In-School mentoring program uses a social development model through which recreation and leisure and other activities and *Peer mentoring as effective vehicles for change with “At-Risk” children and youth who are currently enrolled in school, including, vocational training sites; thereby assisting in the overall social and personal development of the children, youth, young people and their families in

their community. The Program is intended to run for the duration of the school year from September to April/May and includes a built-in and ongoing summary and evaluation component, which identifies and adopts “*best practices*” moving forward. We mandate our Student-Mentor/Leaders to devise Recreation-based and other Programming, before, during and after school and encourage participation of their protégés, including, at Community HUB-based and affiliated programming at The ODAWA NATIVE FRIENDSHIP CENTRE. The proposed after-and-out-of-school Community HUB-based programming is where further positive relationships will be fostered, strengthened and sustained. The college and university student mentors (Leaders/*Healers*) will affect positive personal, social and, will hopefully have the same positive effects on academic performance. It is our belief that baby steps towards consistent and continual positive achievements will reflect as such in the lives of Indigenous students recognized as “At-Risk” of failing, dropping-out of school, or otherwise not realizing their full potential, as it had in the past for students at Queen Elizabeth primary and McArthur and Rideau secondary schools, respectively.

These college and university student-mentors(Leaders/*Healers*) will be trained and Supervised by ODAWA led affiliates who will guide, instruct and direct the student-mentor/leaders to deliver various recreational, academic and vocational training programming. ODAWA affiliates will be responsible to procure all necessary administrative requirements, including, but certainly not limited to police record checks, while propagating and biding by *Strict* “CONFIDENTIALITY” *Protocols*.

The college and university student-mentors are perfectly situated to identify “At-Risk” and “High-Risk” behaviours of our children and youth within their natural school and community environment(s), and to develop and sustain positive relationships they are tasked to create and develop. In addition, they will be in a preferred position to respond to the needs of their protégés at both micro and macro levels. ICCYOUTH, with ODAWA as The Community HUB, will work closely with the principal, teachers and staff and will expect our mentors to be seen as *Positive Role Models*.

Student-mentors are mandated to devise and record their overall summary and evaluation of their programming, relationships and observations, during the course of the school year. The culmination of their observations and interactions will serve to identify and analyze stake-holders' pre-determined concerns, as per mobilization and needs assessment. This is how we will continue to learn and devise "best practices," programming, moving forward. Same data will also be used to comprise and create a report to our partner stake-holders and other interested parties. The college and university student-mentors will receive substantial training, programming and design and adhere to established protocols through signed contracts, as part of their program, with emphasis on the *"IMPORTANCE OF CONFIDENTIALITY!"*

OCDSB teachers and staff will be invited to take an integral part of the overall and proposed programming. Our proposed programming could not be as effective without the support of the school principal, teachers and staff. As such, college and university student-mentors will be assigned to various willing and able teachers and staff to lend a hand, both inside and out, of willing and designated teachers, staff and classrooms.

Based upon past programming results, we are confident that we will be able to show marked improvement to self-esteem which is sure to translate to greater confidence and success in school, vocational training program and to their larger community and society.

ICCYOUTH is Intended to work simultaneously with our school system, as partners to create *"Specialized Programming"* for identified ICCYOUTH and young people.

Our program is designed to continually develop and grow to reach the school's general student population.

In support of these conclusions, we offer in the below attached appendices, past individual reports of data from McArthur High School, Queen Elizabeth elementary school, including, the participation of Algonquin and University of Ottawa students. Please take note of the number of participants at our then

Thursday and Friday evening Community basketball program at McArthur, which we later expanded to Rideau high school with even *greater numbers. This was made possible by our partners at the City of Ottawa sponsored reciprocal-use agreement with the Ottawa-Carleton District School Board. Below are some activities organized and coordinated by our group of mentors:

1999-2000 Table of CAAP Mentors' Participation in Schools

	Number of Mentors	Total Mentoring Time per Mentor	Average Time in School per Mentor
Queen Elizabeth P.S. Mentors	11	323.5 hrs	5.7 hrs
McArthur H.S. Mentors	31*	693.3 hrs	2.8 hrs
Algonquin Student Participation	13	219.8 hrs	4.4 hrs
Ottawa University Participants	23	797.7 hrs	4.1 hrs

* This figure represents the start of the program when all mentors began their placements at McArthur h.s. Later in mid-November, 11 mentors left McArthur to begin at Queen Elizabeth elementary school.

Table of Programs Started or Supplemented by CAAP Mentors/Staff 1999-2000

Program Name	Number of Different Participants	Total Attendance	Number of Different Staff/ Mentors	Total Time Spent by Staff/ Mentors
Tutoring (assorted subjects)	21	73	12	78.6 hrs
Yearbook	11	29	2	4.5 hrs
Weight Room	19	196	3	34.8 hrs
Ping Pong (lunch hour)	14	35	3	17 hrs
Volleyball (lunch hour)	17	32	5	14 hrs
Basketball (after-school) (McArthur)	26	60	7	29 hrs
Basketball (coaching at	27	325	2	30.5 hrs

Queen E.)				
Lunch and Recess Assorted Activities (Queen E.)	N/A	N/A	7	48 hrs
Girls Club	12	49	2	12 hrs
Cheerleading	18	155	4	58.8 hrs
Basketball Club	90	1264	17	1428 hrs

The above two tables show activities organized and coordinated by our mentors during the school year(s) 1999-2000 and 2000-2001 at targeted OCDSB schools/sites.

Table of Programs Started or Supplemented by CAAP Mentors/Staff October '00 to January '01

Program Name	Number of Different Participants	Total Attendance	Number of Different Staff/ Mentors	Total Time Spent by Staff/ Mentors
In-Class Help	N/A	N/A	22	413.5 hrs
Lunch and Recess Activities	275*	2040*	11	94 hrs
Tutoring (assorted subjects)	8	29	4	36 hrs
Basketball Club	80+	1500+	30	94.5 hrs
Ping Pong and Pool Club				
Cheerleading	25	70	2	12 hrs
French Club	22	176	2	15.75 hrs
Student's Council Supervision	9	45	3	7.25 hrs
Girls Club	5	9	2	2.75 hrs
Spelling Club	19	38	1	1.5 hr

(*) Approximate numbers based on Mentor observation.

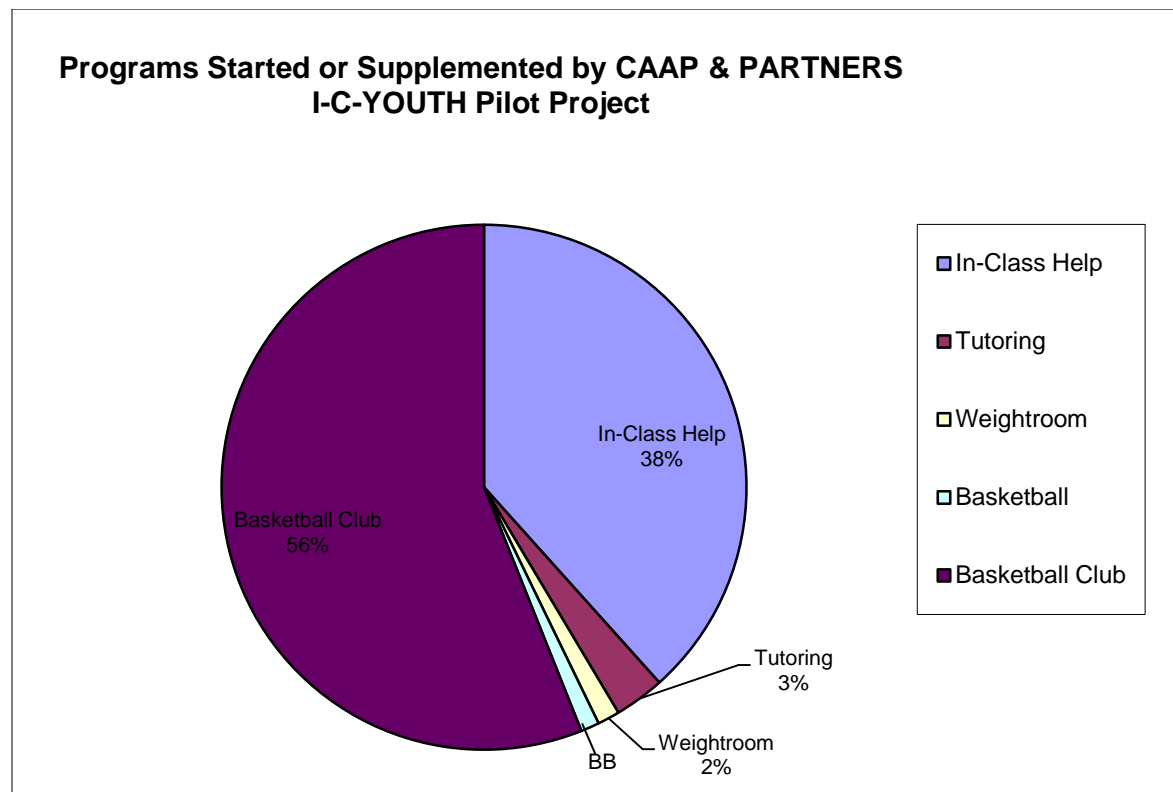
(N/A) Simply too difficult to calculate since every student benefits in some fashion from mentor participation in the classroom.

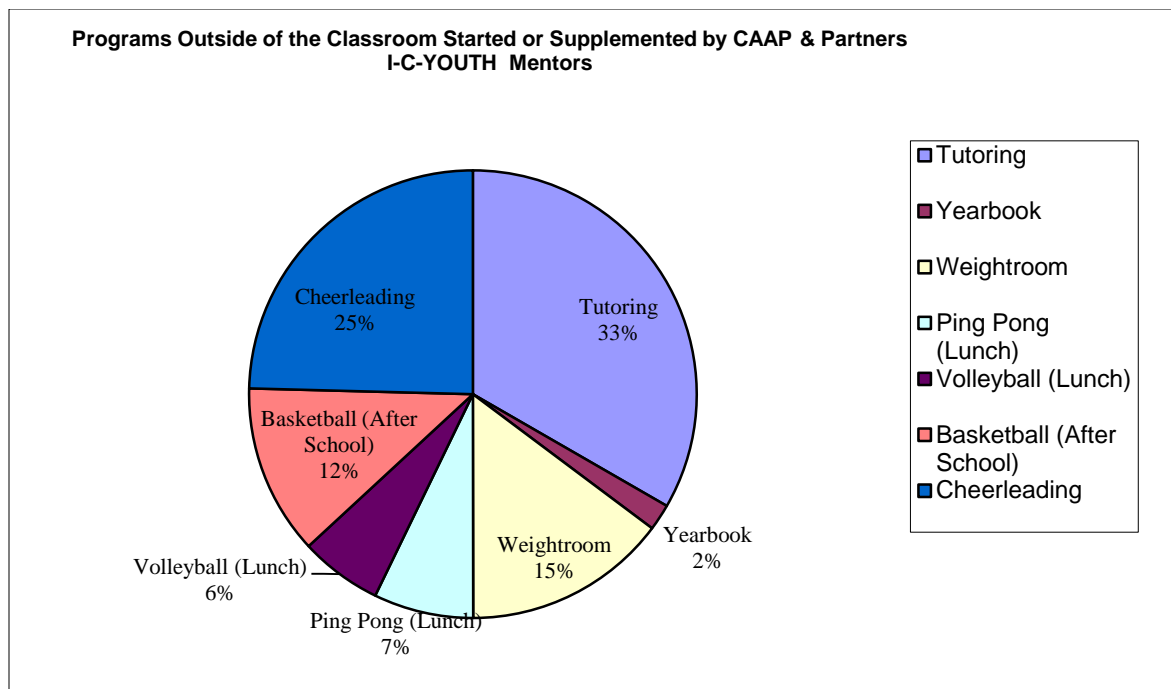
Table of CAAP Mentors' Participation from October '00 to January '01

	Number of Mentors	Total Mentoring Time per Mentor	Average Time Mentored per Mentor per Week

Connaught E.S. Mentors	11	365 hrs	4.5 hrs
McArthur H.S. Mentors	11	285 hrs	3.9 hrs
Ottawa University Participants	22	650 hrs	4.2 hrs

This table shows the amount of mentors at each targeted school/site, including total hours and the average amount of time spent by each of our mentors.





The above graphs represent mentors in contact with children and youth, both during school and after-school, within the last school year and this school year, to date.

Discussion Paper on Concept for ODAWA NATIVE FRIENDSHIP CENTRE ICCYOUTH & `LEARN TO EARN`

Rationale:

This conceptual proposal intends to target a specific group in need of support in entering and maintaining employment in the Canadian mainstream. The targeted group is young underemployed and unemployed Indigenous young people. The program could be aimed, depending upon the programs offered to either male or female students, but, bearing cultural sensitivities. This group, although empirical statistical data is difficult to obtain, has experienced significant difficulties and frustration in Canadian society. It would be safe to state that, this group, or more correctly, some members of it, have experience with our police and Justice system with various offences. Without commenting on the veracity of such encounters with our Judicial system, or offering opinion of systemic Racism; it is reasonable to suggest that if accurate, this is a group who continue to experience the disconnection and frustration as Canadians and in need of an intervention as contained in this proposal.

This proposal seeks to provide a training program for this target group with the aim of providing meaningful employment for them, this addressing many of the underlying causes of frustration and feelings of disenfranchisement. The specific occupations targeted suggested would be residential carpentry and building construction and bricklaying/masonry, office skills and early childhood education. All of these occupations are in significant demand and that demand is likely to continue for the foreseeable future. The early childhood education is particularly appealing to young females and there is an identified demand in the community for such.

Target Audience:

This program would be of benefit to many young people in and around Ottawa; however, it is proposed that the target group be young Indigenous. This is a large group of people and a group that have traditionally been marginalized continuously significant concerns have been raised. It is also a group that the Indigenous community itself wishes to assist. Although not rigidly aimed at a specific age or gender group, the potential candidates would likely be from 17 to 27, not have secondary school graduation and seeking to enter one of the trades or occupations identified.

Model:

- Large component hands-on skill building
- Minimal, but germane to skill academic component
- Intensive circa 20 week with 50/50 split between in-school and coop component
- Just in time delivery
- Flexible
- Year round

Location:

- Depending upon course offerings could be offered in any location with circa 4000 sq. feet and a high ceiling (per course). For example, a gymnasium can easily become a construction shop – the floor is covered with 3/8th aspenite and when the programme is finished the aspenite is pulled up and the gym is returned to its previous condition
- Unused school space

- In the beta stage, avoid high cost, high impact programmes, rather, stick to cost-effective offering

Comment on Costing:

This is a discussion paper, as such, the costs are for such purposes. It is suggested that the model that be replicated is that the one by the late Mr. Dave Smith and the late Mr. Clark Davies, which was been successfully used for a number of years in various locations. It is characterized by being a hands-on, employment oriented delivery model with very little formal academic instruction. It would seek to utilize outside sources of instruction that are emerging such as ILC (correspondence course) and/or E-Learning (on-line learning)



uOttawa

Université d'Ottawa

Faculté des sciences de
la santé

École des sciences de
l'activité physique

University of Ottawa

Faculty of Health
Sciences

School of Human Kinetics

November 30, 2020

To whom it may concern,

The University of Ottawa has collaborated in the past with Mr. Felix Weekes of the IC-Children and Youth (ICCYOUTH) program in providing support through an in-school mentorship program aimed at assisting children and youth at risk on their journey towards school and community successful integration.

The Seal/Sela research group at the School of Human Kinetics has recently been working with Mr. Weekes to help, through research initiatives, in the adaptation of a mentorship/social integration program in conjunction with the Odawa indigenous program. In this matter we have already started discussions leading to the development of targeted applied research initiatives, involving indigenous youths aimed at the adaptation and implementation of such program focused on indigenous culture.

Do not hesitate to contact me should you have any questions or concerns.

Sincerely,

Dr François Gravelle Ph.D.

+1 613 562 5800 (3581)
+1 613 562-5149

125 Université/University (226)
Ottawa ON K1N 6N5 Canada

Associate Professor
Co-director of the Seal/Sela research group



815 St. Laurent Blvd. • Ottawa ON K1K 3A7
T: (613) 722-3811 • F: (613) 722-4667
www.odawa.on.ca • info@odawa.on.ca

December 3, 2020

HEALER'S ICCYOUTH MENTORSHIP PROGRAM

The Odawa Native Friendship Centre aims to positively affect quality of life, strives to maintain a level of tradition, and encourages the ethics of both self-help and development to Urban Indigenous community members living in Ottawa and the surrounding region. The traditional teachings from our elders are important values, which we will continue to reinforce in the coming years. Through the Healer's mentorship program proposed today, our goal is to expand on the traditional cultural support systems that our elders provide, by mirroring this mentor/protégé relationship. We will provide training, mentorship, and support to the Indigenous and Non-Indigenous students (mentors) who will in turn provide mentorship and support for children and youth (proteges). We believe that as this program expands, we will be able to support mothers during pregnancy, infants, children, teenagers and college/university aged students through recreation, tutoring, mentorship and education. The program aims to become fully self-sustaining with proteges eventually taking the place of mentors and so on and so forth. This program is pertinent in supporting our next generation of Indigenous children, youth and their families. Through effective mentorship and leadership, as offered by ICCYOUTH, we can address the systemic racial and cultural difficulties faced by Indigenous children, youth and their families in the general Canadian society.


Kimberly Jerome
Executive Director


Jennifer Linton
Executive Assistant



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 20-085

10 November 2020

Annual Report on Student Suspensions (2019-2020)

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310
 Mary Jane Farrish, Superintendent of Instruction, ext. 8821
 Dorothy Baker, Superintendent of Instruction, ext. 8886
 Peter Symmonds, Superintendent of Learning Support Services, ext. 8254

PURPOSE:

1. To present the annual report on student suspensions, including findings from analyses undertaken on 2019-2020 OCDSB student suspension data in conjunction with *Valuing Voices – Identity Matters! Student Survey* data to identify:
 - groups of students who may be over/underrepresented in the suspension data based on their Indigenous identity, race, gender identity, and disability; and
 - differences in student suspension rates across groups of students (disparity) based on these same demographic characteristics.

STRATEGIC LINKS:

2. The review of suspension and expulsion data is an essential step in the District's commitment to creating a culture of caring and a culture of social responsibility. Our safe schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, ensuring bullying prevention initiatives are in place and employing a progressive discipline approach. Analyzing suspension data informs our safe schools practice, allows an opportunity to assess progressive discipline practices and helps to identify strategies to ensure our practice is bias free. This allows for the establishment of quantifiable estimates of inequities in the education system as it relates to student discipline.

CONTEXT:

3. The OCDSB annually reports on student suspension data in accordance with Policy P.026.SCO Student Suspension and Expulsion. This is the first year that the suspension data has been analysed using identity-based data which was

collected last year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for deeper analysis of additional groups of students based on Indigenous identity, race, gender identity, and disability as reported in the *Valuing Voices – Identity Matters! Student Survey*. For the benefit of the reader, there are a number of references to and appendices explaining some of the more detailed technical/methodological elements of analysis that are requirements under the provincial Data Standards.

A total of 2,374 suspensions were issued in OCDSB schools in 2019-2020

- 1,305 at the elementary level, and
- 1,069 at the secondary level –

This is almost the same from the previous year. The overall suspension rate based on a student population of 74,854 was 2.2% (similar to the previous two years). Provincial data for last year is not yet available, but the provincial average for the year prior was 2.85%.

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate. This information will support the District's work to review current practices related to progressive discipline through the lens of equity and inclusive education and human rights principles and to implement practices that support positive behaviour and bias-free progressive discipline, taking mitigating and other factors into account not only in response to inappropriate behaviour but in all interactions with students along the "continuum of progressive discipline".

KEY CONSIDERATIONS:

Analysis & Reporting of Suspension Data

4. The Ministry of Education collects suspension data for all publicly funded school districts in Ontario. Suspension rates are calculated as a percentage of the October 31 enrolment and include suspensions issued over the full course of the year (i.e., between the first day of school in September and the last day of school in June). At the provincial level, suspension data is disaggregated by panel (elementary, secondary), gender (male, female), and students with special education needs as a whole, not by exceptionality.

Due to school closures commencing mid-March as a result of the pandemic, data for 2019-2020 is not directly comparable to previous years. In an effort to ensure comparability, the overall, historical suspension data was reanalyzed to use figures for September to March.

Collection and Reporting of Identity Based Data

5. The collection of identity-based data serves the following purposes:
 - (i) to gather demographic information about the unique and diverse characteristics of the OCDSB's student population;
 - (ii) to identify and respond to barriers to student learning and well-being;
 - (iii) to enhance the District's capacity to serve its increasingly diverse student population and client communities.

This is the first in a series of reports that begins to look at barriers to student learning and well-being with a view to effecting change that will result in greater support and more equitable outcomes for students who have been minoritized.

6. Data collection, analysis and reporting of identity data is governed by the *Ontario Anti-Racism Act* (2017), and the [*Data Standards for the Identification and Monitoring of System Racism*](#) (2018).

The Data Standards, which apply to public sector institutions in Ontario, establish "consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. The Standards set out requirements, rationale, and guidance at every stage from planning and preparation to analysis and reporting. This includes, collecting, using, disclosing, de-identifying, and managing information, including personal information."

An initial report, which presented the story of identity in the OCDSB, was released in June 2020. Background information, including the process for data collection, survey content, and reporting is available on the District [website](#).

7. The availability of this type of data allows for and generates interest in a range of additional reports. As we consider our path forward, we are guided by these principles:
 - i. the collection of race-based data must lead to reliable and high-quality race-based statistics which contribute to informed strategies and evidence-based decision-making; and
 - ii. information collected may only be used for the purpose of eliminating systemic racism and advancing racial equity as defined in subsection 7(2) of the Data Standards.

Bringing Together the Data Sets

8. The *Valuing Voices – Identity Matters! Student Survey* yielded an overall response rate of 46.5% (34,888 of 74,975; JK to grade 12). Of the 1,674 students who received a suspension during the 2019-2020 school year, 657 (39.2%) participated in the survey. Comparing characteristics of suspended students who DID vs. DID NOT answer the IDB survey using available Trillium data indicates there are some differences between the groups, though these have not been analysed statistically. For example, there was higher representation from:

- students from grades 7 to 9 in the survey sample (9-10% higher as compared to those who did not participate);
- students with Permanent Resident status (+4%);
- English Language Learners (+8%); and
- students who reside in lower income neighbourhoods (+4%).

Conversely, there was less representation from:

- elementary students (-6%); and
- students born in Canada (-5%).

The distributions for Gender and IEP status were similar for suspended students who DID and DID NOT respond to the survey (<1% difference).

9. A QuantCrit framework (Gillborn, Warmington & Demack, 2018) has continued to guide the approach to analysis and reporting of this data. Despite the multidimensional nature of identity, this initial phase of reporting focuses only on single aspects of identity – Indigenous, race, gender, and disability – and does not yet take into account intersectionality (e.g., race x gender).

Calculating Disproportionality and/or Disparity Indices

10. This phase of reporting requires the calculation of disproportionality and/or disparity indices for each unit of analysis (Standard 29). In the case of suspensions, both have been calculated where suppression thresholds have been met. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time.

Calculations for this report have been based on mutually exclusive groups of students (i.e., a student is only counted in one category) for Indigenous identity, race, and gender identity; and inclusive groups (i.e., a student may be counted in more than one category) for disability. For disparity calculations, groups have been compared to “all other” students (race, gender identity) or to a group of students who do not identify as Indigenous or as having a disability. More details about these technical specifications and decisions can be found in the full suspension report (Appendix A).

Summary of Suspension Data Analysis and Findings

11. **Overall Results.** Results for 2019-2020 are comparable to those for the past few years, even for the partial year reporting. Specifically:
 - Approximately 2% of OCDSB students were issued a suspension during the 2019-2020 school year, a rate that is consistent with the previous two years for the same time period (September to March);
 - Suspensions rates continue to be higher in the secondary panel than they are in elementary;

- Approximately two-thirds of suspensions issued were single-day suspensions; and
- Close to three-quarters of students who were suspended last year received only one suspension.

For the first time, mandatory and discretionary suspensions were examined separately. Mandatory suspensions involve more significant safety concerns, including reasons such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, and discretionary suspension reasons that are motivated by bias, prejudice, or hate. Results of this analysis yielded the following:

- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature;
- Suspensions of a mandatory nature were predominantly issued to students in intermediate and senior grades; and
- The majority of suspensions lasting for six days or more were of a mandatory nature.

Measuring Equity: Overview of Findings

12. Looking at the data in the context of disproportional representation indicates that students who self-identify as Indigenous, boys, students with special education needs (excluding gifted), English language learners, and students residing in lower income neighbourhoods are more likely to be suspended. Within the subset of students who participated in the *Valuing Voices* survey, students who identified as First Nations, Métis, Black Middle Eastern, Indigenous (Race), boy or man, gender diverse, or with a disability (i.e., Autism, Learning, Developmental, Mental Health, and/or Addiction) were disproportionately represented in the suspension data. Appendix A includes a more fulsome analysis of these groups, including tables and charts for the full student population¹, but some key highlights of the findings include:

- In the context of race, disparities were greatest for Indigenous students (3.5), followed by Middle Eastern students (2.3) and Black students (1.9), with likelihood of suspension between 2 and 3.5 times higher than other students who responded to the *Valuing Voices* survey.
- The suspension rate for students with special education needs was 2.5 times higher than the overall student population, and these students were 4 times as likely to receive a suspension compared to all other students.
- Students who self-identified as having a disability(ies) on the *Valuing Voices* survey had a suspension rate 2.5 times higher than the overall survey

¹ An infographic-style companion document is being prepared to showcase the results of analysis on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

- population, and were 4 times as likely to receive a suspension as compared to students who self-identified as not having disability. The largest disparities were recorded for students reporting Addiction(s) (10.5), followed by Mental Health (6.1), Another disability not listed (5.4) and Developmental (5.4).
- Students who self-identified as Gender Diverse (i.e., a gender other than Boy/Man or Girl/Woman) on the *Valuing Voices* survey were twice as likely to be suspended, both compared to all students (1.91) and all other students (1.94).
 - English language learners are 1.9 times more likely to receive a suspension as compared to all other students.
13. Findings from this report shine a light on some of the inequities that exist in our system in relation to disciplinary policies and practices. They reinforce our call to action as a system to eliminate the systemic barriers and biases that prevent all students from reaching their full potential, particularly students who identify as Indigenous, Black, and who have been minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability).
14. The rate at which discretionary suspensions are issued, particularly those that last for only one day, point to larger issues, including lack of student engagement and threats to feelings of safety and sense of belonging. Behaviour that is deemed to be inappropriate should be viewed as an opportunity to understand the underlying needs of the student. Rather than using suspensions to manage student behaviour, the focus of our work must shift towards creating learning environments for students where they: are comfortable expressing themselves without fear of retribution; are truly engaged in their learning; and see themselves reflected in the curriculum and in the staff who are responsible for supporting their learning and well-being while in school. It is through these actions and the use of a progressive discipline approach that we teach children the skills necessary to self-regulate and facilitate their understanding of the consequences of their actions.

Next Steps

Creating Safe Spaces and Conditions for Learning

15. Recognizing the importance of the early years in setting the foundation for positive learning experiences, the Ontario Ministry of Education recently introduced a new regulation (O. Reg.440/20) which removes the principal's discretion to suspend students enrolled in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the Education Act.
16. Funding has been allocated to school districts to help support the implementation of these changes. In the OCDSB, this work includes collaboration across multiple

departments, including Learning Support Services, Program and Learning, and Safe Schools. For example, the Early Learning Team in LSS is continuing to provide coaching and mentoring support to Kindergarten teachers, ECEs and EAs to promote positive student behaviour. Examples include professional learning sessions focused on the factors that impact behaviour (e.g., implicit bias, traumatic experiences); specific programming (e.g., Mindmasters 2); and implementing the Third Path framework to further promote sense of belonging, physical and emotional safety, and self-regulation amongst students.

17. In addition, both the *OCDSB Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key work being undertaken by the District to promote more safe and inclusive learning spaces for students including:
- a review of the Safe Schools Policy, including policies and practices associated with police involvement in schools);
 - the establishment of 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;
 - implementation of a staff census to better understand the representativeness of the OCDSB workforce and identifying strategies to increase representation of minoritized groups in leadership roles and those directly impacting student learning and well-being;
 - redesigning course content (e.g., Social Studies, History and Geography; Grade 9-12 English) to include and represent Indigenous, Black and minoritized histories perspectives and ways of knowing;
 - introduction of Indigenous and Black Graduation coaches at specific sites to promote and support student success and pathways to graduation;
 - expansion of leadership and networking opportunities for Indigenous, Black and minoritized youth.
 - Staff will continue to work with the community and system to identify additional strategies and supports to help address these issues of inequity.

Next Steps in Identity Based Data Analysis and Reporting

18. Dialogue with communities will be critical in the development of data sharing protocols/agreements (e.g., the rights of First Nations communities to have ownership, control, access, and possession of their data). This will form part of the governance work to be undertaken, along with the development of a District policy and/or procedure that establishes parameters for access to public use data sets (i.e., Open Data) more broadly.

19. Recognizing the complexity of the data and the significant interest in using the data to effect change, we must be very thoughtful about our expectations and approach to reporting. A phased approach to analysis and reporting which ensures timely and useable information, and informs decision-making will be critical. For the 2020-2021 school year, the following additional reports are being planned, all of which will focus on Indigenous identity, race, gender identity, and disability:
 - Grade 10 credit accumulation (proxy for graduation) – January 2021
 - Elementary and secondary achievement and streaming – March 2021
 - Sense of belonging – June 2021
20. Future reports will need to examine other demographic variables not incorporated into the reports being generated during the 2020-2021 school year (i.e., language, ethnicity, sexual orientation, religion, socioeconomic status), intersectionality across different dimensions of identity, and the integration of perceptual data (e.g., sense of belonging, student well-being, school safety, etc.).

RESOURCE IMPLICATIONS:

21. Over the past two years, the District has received \$153,000 in one-time funding through Transfer Payment Agreements to support this work up to August 2020. These funds were used to hire research staff and consultant services for the facilitation of focus groups and community partner meetings. Approximately \$200,000 was allocated through the annual budget process for the 2020-2021 school year to support the governance work (e.g., establishment of data sharing agreements with First Nations communities, development of an open data policy) and extension of contract staff in the *Research, Evaluation and Analytics Division*.

COMMUNICATION/CONSULTATION ISSUES:

22. Our collaboration with community organizations has been critical to informing our practice. Following the release of the June 2020 report, a meeting was held with community partners to share the results and discuss next steps. Based on feedback from participants, a timeline for a series of initial reports to be released during the 2020-2021 school year was developed. Work with community organizations will continue and reports such as this are shared so that we have a collective understanding of the data, opportunities to discuss findings, and most importantly opportunities to discuss next steps.
23. A Technical Advisory Group (TAG) has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. This Group will ensure there is a forum which engages community organizations in ongoing input/dialogue regarding research methodology and

statistical analysis of identity based data. Terms of Reference for the TAG can be found in Appendix B. The first meeting is scheduled for November 6.

24. Ongoing communication about the use of the survey data to the community, particularly to participants, is a vital part of the process. Sharing the process and results – in report format, infographic and through an open data set for public use – increases credibility, usability and impact. It is important for participants to see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

DISCUSSION QUESTIONS:

The following questions are provided for discussion purposes:

- What stands out for you in the data/information that is presented?
- What questions does the data/information raise?
- What actions/next steps should be considered?

Michèle Giroux
Executive Officer, Corporate Services

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

Appendix A-2019-2020 Suspension Report
Appendix B-OCDSB Technical Advisory Group: Anti-Racism Data Standards

2019-2020 Student Suspension Report

Background

The OCDSB reports annually on student suspension data. This year's suspension report marks the first opportunity to report on District-level identity-based data, collected during the 2019-2020 year, linked to a student outcome measure. This connection affords us the opportunity for deeper analysis of students' experiences based on other aspects of identity such as self-identified Indigenous identity, race, gender identity, and disability. In so doing, it allows us to focus our examination of suspension data through an equity lens, assisting in the identification of patterns and trends that may indicate racial inequity, and serving as a basis for discussions with the broader community to develop strategies to eliminate the barriers and biases that may be contributing to these outcomes. The reporting approach taken here reflects this focus and provides a foundation for conversations with stakeholders on equity by examining suspension data in a new light, and showcases some of the key work that has been underway to begin incorporating identity based data into regular reporting cycles.

What we are talking about

Schools use a progressive discipline approach in an effort to promote positive student behaviour. Despite varied efforts to promote a positive learning environment, there are occasions in which student behaviour is considered to be unacceptable or unsafe. In these cases, a range of options – including suspension or expulsion – are considered that take into account both the situation and individual circumstances that will allow the school to determine the most appropriate course of action and help students to learn from their choices. Given the extremely small number of expulsions issued in the OCDSB annually, the focus of this report is on suspensions only.

Board Policy P.020.SCO Student Suspensions requires that a summary report of student suspensions be submitted to the Board annually. This report provides an overview of student suspensions for the period 3 September 2019 to 13 March 2020 in an effort to help identify emerging trends in unacceptable or unsafe behaviour. Where there are fewer than 10 students, data has been suppressed in order to protect the privacy of individuals; this practice is consistent with EQAO reporting guidelines. It is important to note that while the information presented describes the general trends in suspensions over time, conclusions cannot be drawn as to what specifically is contributing to them. For example, while it is reasonable to believe that a reduction in suspensions suggests that there are fewer incidents or that schools are more effective in their use of prevention and early intervention strategies, this conclusion cannot be drawn based on the information available in this report alone.

What we know

Research has raised several concerns around the existence of unintended negative consequences of suspension policies, and questioned the effectiveness of suspensions as an agent for behavioural change. Students who receive a suspension in early years are more likely to be suspended again in later grades, and are less likely to complete high school as compared to students who never receive a suspension. In addition, suspensions that come as a consequence of violent behaviour do not appear to reduce students' likelihood to engage in similar behaviour in the future ([Huang & Cornell, 2018](#)).

Racial, socioeconomic, and gender disparities in disciplinary practices within the education system (i.e., suspensions and expulsions) have been well-documented in research literature, especially in the United States (e.g., [GAO, 2018](#)). While less research is available on suspensions in a Canadian context, the Ontario Human Rights Commission ([July 2003](#)) reported:

"In the Greater Toronto Area (GTA) and other parts of Ontario there is a strong perception, which is supported by some independent evidence, that the Act and school board policies are having a disproportionate impact on racial minority students, particularly Black students, and students with disabilities."

A report published by York University in collaboration with the Toronto District School Board and other community partners, acknowledges there are racial disparities in disciplinary actions within the greater Toronto area, particularly for Black, Indigenous, Mixed, and Middle Eastern youth ([York University, April 2017](#)). Several recommendations were put forward in the report, including the establishment of a mandate from the Ministry for all Ontario school boards to be collecting this kind of data and publishing on an annual basis. This work began in earnest in 2017 through the Equity Secretariat following release of the Anti-Racism Act (2017) and accompanying Data Standards (2018).

An understanding of the impact of suspensions on students is crucial to ensuring caring and safe schools, and reducing unintended negative consequences of suspensions on students – especially those already experiencing academic or social barriers which place them at higher levels of risk. Within the OCDSB, higher suspension rates have been reported for specific groups of students based on demographic characteristics available through Trillium (ELL, special education needs excluding gifted, low-SES, male, Indigenous self-identification). Through the lens of the Anti-Racism Act (2017) and accompanying Data Standards, we are transitioning the way in which we examine issues of equity in educational outcomes for students in our District and are now able to shine a light on aspects of identity that have not been available to us before. The use of self-reported Identity Based data, collected for the first time through the *Valuing Voices – Identity Matters! Student Survey* in 2019-2020, also affords us a richer, more multi-dimensional investigation of some similar (previously explored) identity constructs than is currently offered through the Student Information System (Trillium).

What we have heard

Community partner organizations, parents, and students who have experienced barriers and biases in the school system have long voiced their concerns about disciplinary actions in the OCDSB, and the impact they are having on students. The following quotes were captured through the parent and student focus groups held in the Spring of 2019 as part of the work associated with the *Valuing Voices – Identity Matters! Student Survey (Valuing Voices)*:

“Black/Muslim community are being patrolled and suspended more-targeting these groups, the rules/policies need to be changed. Student suspended from being absent for two days because of a previous involvement in something at the school, even though they did nothing wrong.”

“Important for child now identity fits into systemic barriers, racialized child suspended for standing up against white admin.”

“Son suspended by white VP-need race-based data to understand who is being suspended or leaving schools. Leaving because they don’t feel supported in OCDSB. Need to collect data on who is leaving OCDSB.”

Key Findings: Suspension Data (2019-2020)

Overall Suspension Results

Results for 2019-2020 are comparable to those for the past few years, even for the partial year reporting. Specifically:

- Approximately 2% of OCDSB students were issued a suspension during the 2019-2020 school year, a rate that is consistent with the previous two years for the same time period (September to March);
- Suspensions rates continue to be higher in the secondary panel than they are in elementary;
- Nearly two-thirds of suspensions issued were single-day suspensions; and
- Close to three-quarters of students who were suspended last year received only one suspension.

For the first time, mandatory and discretionary suspensions were examined separately, yielding the following findings:

- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature;
- Suspensions of a mandatory nature were predominantly issued to students in intermediate and senior grades; and
- The majority of suspensions lasting for six days or more were of a mandatory nature.




Measuring Equity: Overview of Findings

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate. The illustration on the following page provides an overview of the relative risk of being suspended for different groups of students based on their representation in the full student population, and on the subset of students who participated in *Valuing Voices* Survey¹. Values above 1.0 indicate overrepresentation in suspension data, and thus reflect higher risk of suspension. Note that while trends are similar across data sources, and *Valuing Voices* results tend to mirror those of the overall student population, values do vary.

¹ An infographic-style companion document is being prepared to showcase the results of analysis on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

Overview of Disproportionality Indices for Suspensions by Reporting Group and Data Source

Compared to the overall population, how likely is it a student from THIS group will receive a suspension?

Legend:	< 1.0 Underrepresentation (Less risk of suspension)					1.0 Parity (Equal risk)			1.0 < Overrepresentation (Greater risk of Suspension)															
																								
All Students (Trillium)	Indigenous Status	2.2	Elementary	0.8	Primary (K-3)	0.5	Junior (4-6)	0.9	Intermediate (7-8)	1.3	Secondary Senior (9-12)	1.5	Female	0.4	Male	1.6	Spec. Ed. Excluding Gifted	2.5	Low-SES	1.8	English Language Learners	1.7		
	Indigenous Self-ID		Race				Gender Identity				Disability													
	Does not identify as Indigenous	1.0	Métis	2.1	East Asian	0.2	South Asian	0.3	White	0.9	Girl or Woman	0.4	Boy or Man	1.6	Gender Diverse	1.9	Does not identify as having a disability	0.6	Autism Spectrum Disorder	2.7	Learning	2.7	Another	3.4
Valuing Voices (Subset)	First Nation	2.3			Black	1.8	Middle Eastern	2.0	Indigenous Race	3.5							Developmental	3.4	Mental Health	3.8	Addiction(s)	6.6		
	No Data Available (Suppressed due to less than 10 student suspensions in each group)		Inuit		Latino/Latina/Latinx		Southeast Asian		Another		Gender Fluid		Gender Non-Conforming		Non-Binary		Blind or Low Vision		Chronic Pain		Deaf or Hard of Hearing		Mobility	
											Questioning		Trans Boy or Man		Trans Girl or Woman		Physical		Speech Impairment		Undisclosed			
											Two-Spirit		Another		Not Sure									

Overall Student Suspensions Results

The Ministry of Education collects suspension data for all publicly funded school districts in Ontario through the 30 June OnSIS submission. Suspension rates are calculated as a percentage of the October 31 enrolment and include suspensions issued over the full course of the year (i.e., between the first day of school in September and the last day of school in June). Due to the COVID-19 disruption in the 2019-2020 school year, suspensions were only reported from the beginning of September until March break. In an effort to ensure comparability, the overall, historical suspension data was reanalyzed to use figures for September to March.

Historical Trends

Table 1 provides the adjusted five-year historical overview of enrolment and suspension data, disaggregated for the elementary and secondary panels, using extracts from Trillium. For the 2019-2020 school year, the student suspension rate for the OCDSB was 2.2% (1,674), covering the period from beginning of September to March break.

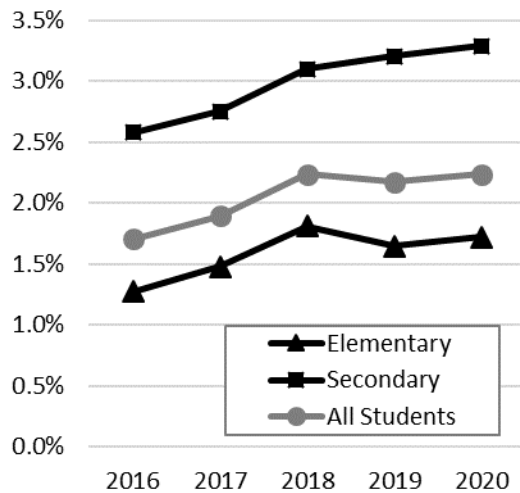
Table 1: Historical Overview of Enrolment and Suspension Data (September to March Break)

Student Enrolment	2016	2017	2018	2019	2020
<i>Elementary</i>	47,685	48,702	49,106	49,532	50,295
<i>Secondary</i>	23,886	23,790	24,465	25,440	24,559
Total	71,571	72,492	73,571	74,972	74,854
Number of Suspensions Issued by Panel					
<i>Elementary</i>	899	1,167	1,426	1,274	1,305
<i>Secondary</i>	854	917	935	1,102	1,069
Total	1,753	2,084	2,361	2,376	2,374
Number of Students Suspended by Panel					
<i>Elementary</i>	606	719	888	815	866
<i>Secondary</i>	616	655	759	815	808
Total	1,222	1,374	1,647	1,630	1,674

What we are seeing:

A total of 2,374 suspensions were issued in 2019-2020 – 1,305 at the elementary level, and 1,069 at the secondary level – which is almost the same from the previous year. The overall suspension rate based on a student population of 74,854 was 2.2% (similar to the previous two years).

Figure 1. Suspension Rates: 5-Year Trend by Panel



What we are seeing: Suspension rates in the secondary panel have been increasing over time, although their representation in the overall student population has remained stable (33-34% of all students). Despite representing only about one-third of the student population, suspensions at the secondary level accounted for 46% of all suspensions in the last two years. In 2019-2020, secondary students were 1.5 times more likely to receive a suspension than elementary students.

Discretionary vs. Mandatory Suspensions

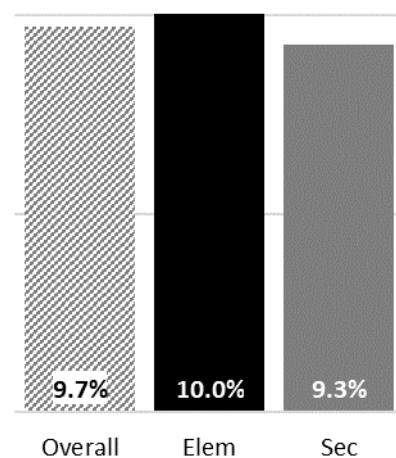
Why it matters: Suspensions are classified as either discretionary or mandatory based on the nature of the incident/grounds for suspension. Section 306 of the Education Act outlines circumstances where principals must consider suspension (i.e. discretionary suspensions), while Section 310 outlines the circumstances where principals must suspend and consider expulsion (i.e. mandatory suspensions). Mandatory suspensions are ones of more significant safety concerns, including reasons such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, and discretionary suspension reasons that are motivated by bias, prejudice, or hate. Examining the frequency with which discretionary and mandatory suspensions are issued can provide insight into where there is room for system-level change.

What we are seeing: Only 10% of suspensions issued in 2019-2020 were mandatory in nature (230 of 2,374). Further breakdown by Panel shows a slightly higher rate of mandatory suspensions in elementary (JK-8) as compared to secondary (grades 9-12) (see Table 2).

Table 2: Number of Suspensions by Type, 2019-2020

Number of Suspensions by Type	Elem	Sec	All
Mandatory	131	99	230
Discretionary	1,174	970	2,144
All Suspensions	1,305	1,069	2,374
Rate of mandatory suspensions	10.0%	9.3%	9.7%

Figure 2. Suspension Rates by Panel (September 2019 – March 2020)



Suspension Duration and Frequency

Why it matters: Absences have been shown to be detrimental to student outcomes. Suffering a prolonged or repeated absence from the classroom as a result of a suspension can contribute to even greater challenges for students who are already at a disadvantage due to other risk factors. Therefore, gaining insight into both the length of time and the frequency with which a student is removed from the learning environment is important. The information below pertains to 2019-2020 suspensions only.

Figure 3. Number of Suspensions by Duration and Type

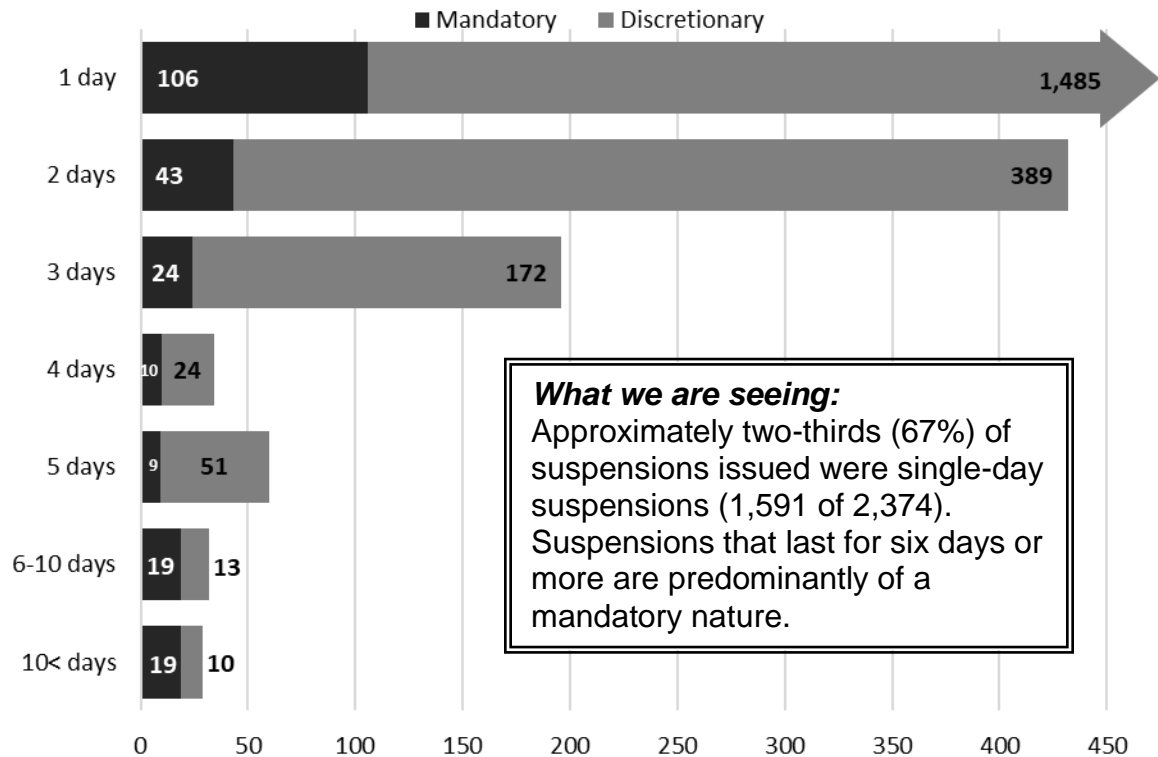
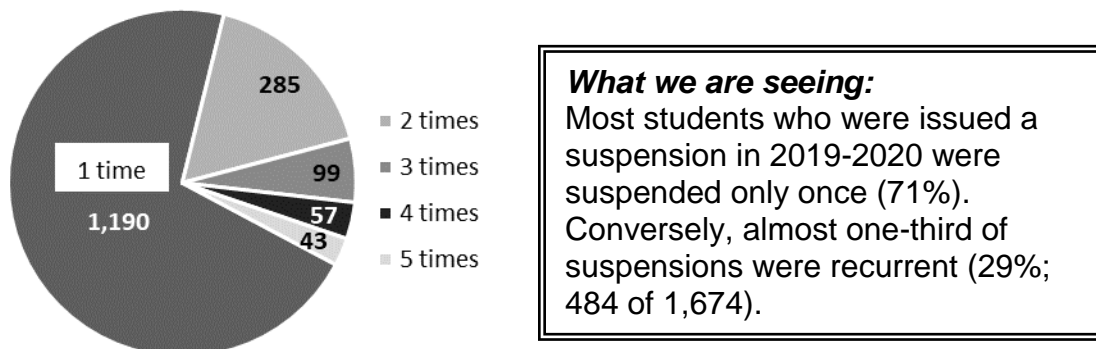


Figure 4. Number of Times a Student was Issued a Suspension During the School Year



Appendix A to Report No. 20-085

Digging Deeper: 'Divison' in 2019-2020 Suspension Data

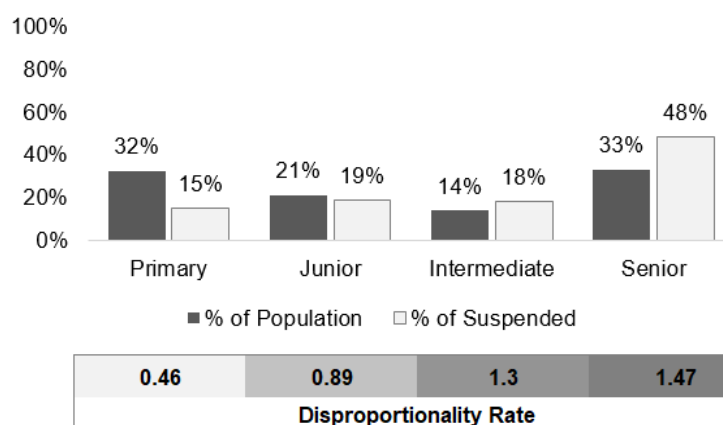
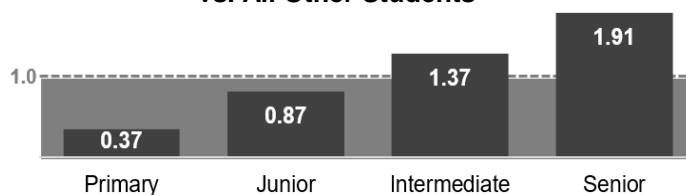
Why it matters: Given suspension data is reported at a District-level, there remain a lot of questions around which students might be most at risk. Providing this level of detail is important when considering school-level conversations. Given school structures vary throughout the District, exploring Suspension data at a Division-level may help in identifying where we can look to make changes that will have the greatest impact on students with the highest risk. The following analyses reflect the full student population.

Table 3: Student Suspensions by Division (All Students) in 2019-2020

	Primary (K-Gr.3)	Junior (Gr.4-6)	Intermediate (Gr.7-8)	Senior (Gr.9-12)	All
Student Enrolment	24,257	15,724	10,314	24,559	74,854
Number of Students Suspended	251	314	301	808	1,674
Suspension Rate	1.0%	2.0%	2.9%	3.3%	2.2%

What we are seeing:

An analysis of suspensions at a Division-level shows a pattern of increasing risk of suspension as students progress into higher grades. *Intermediate* students show a similar pattern of overrepresentation as *Senior* students. Despite being a substantially smaller population, Intermediate students (Grades 7 & 8) show similar disproportionate rates of suspension to Senior students (Grades 9-12), and were almost equally as likely to be suspended (disproportionality 1.30 and 1.47, respectively).

Figure 5. Distribution of Students by Panel**Figure 6. Disparity Ratio: Relative Risk of Suspension vs. All Other Students**

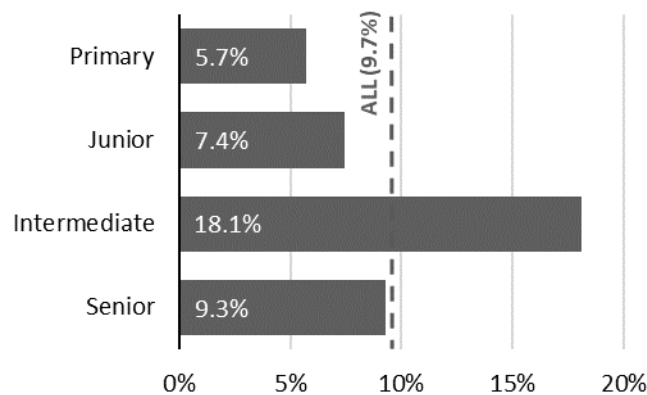
To think about: Grade 7 & 8 marks a transition between Elementary to Secondary. How might experiencing this transition contribute to students' risk for suspension, either directly or indirectly?

Appendix A to Report No. 20-085

Table 4: Type and Number of Suspensions Issued by Division (All Students) in 2019-2020

	Primary (K-Gr.3)	Junior (Gr.4-6)	Intermediate (Gr.7-8)	Senior (Gr.9-12)	All
Number of Suspensions Issued by Type					
<i>Mandatory</i>	26	34	71	99	230
<i>Discretionary</i>	429	424	321	970	2,144
Total	455	458	392	1,069	2,374
Suspension Rate by Type					
<i>Mandatory</i>	5.7%	7.4%	18.1%	9.3%	9.7%
<i>Discretionary</i>	94.3%	92.6%	81.9%	90.7%	90.3%

Figure 7. Rates of Mandatory Suspension by Division (2019-2020)



What we are seeing: While the previous overall analysis indicated mandatory suspensions occurred at a higher rate in the Elementary as compared to Secondary Panel, a closer look by Division revealed that the Intermediate rate is exceptionally high, and as a result the Elementary rate was overinflated.

Through a New Lens: Measuring Equity

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate.

Through the lens of the Anti-Racism Act (2017) and accompanying Data Standards, we are transitioning the way in which we examine issues of equity in educational outcomes for students in our District and are now able to shine a light on aspects of identity that have not been available to us before. Together, *disproportionality* and *disparity* indices help us to quantify the risk that students within each of these groups will experience a suspension.

- **Disproportionality** answers the question: *Compared to the all students, how likely is it that a student from this group will be issued a suspension?*
- **Disparity** answers the question: *Compared to other students, how likely is it that a student from this group will be issued a suspension?*²

With different points of reference, these two indices each offer unique insight in measuring equity. Therefore, they have both been reported where there are a minimum of ten students on which to report (i.e., suppression threshold has been met).

The analyses that follow provides an examination of the relative risk of being suspended for different groups of students based on various characteristics captured in Trillium, and on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

Calculations based on information collected in the *Valuing Voices* survey reflect mutually exclusive groups of students (i.e., a student is only counted in one category) for Indigenous identity, race, and gender identity; and inclusive groups (i.e., a student may be counted in more than one category) for disability. For disparity calculations, groups have been compared to “all other” students (race, gender identity) or to a group of students who do not identify as Indigenous or as having a disability. As a result, while trends are similar across data sources, index values do vary. For the benefit of the reader, further details can be found in the Technical Considerations portion of this report.

² Depending on the nature of the analysis, another specific group serves as a benchmark group against which comparisons are made and disparity is measured.

Suspensions by Student Demographics

English Language Learners

In 2019-2020, approximately 16% of the OCDSB student population was identified as an English language learner (11,946 of 74,854), yet accounted for 27% (449) of students who were suspended. The suspension rate for English language learners was 1.7 times higher than expected given their representation in the overall student population, and were nearly two times as likely to receive a suspension as compared to all other students.

Figure 8. Distribution of English Language Learners (2019-2020)

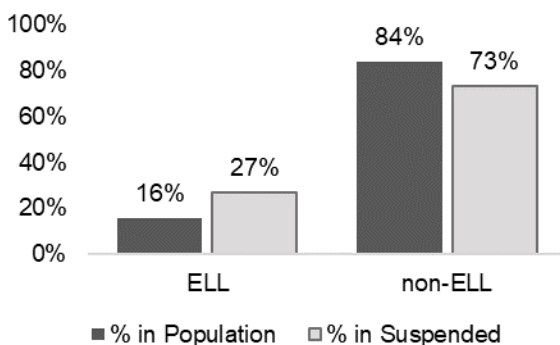
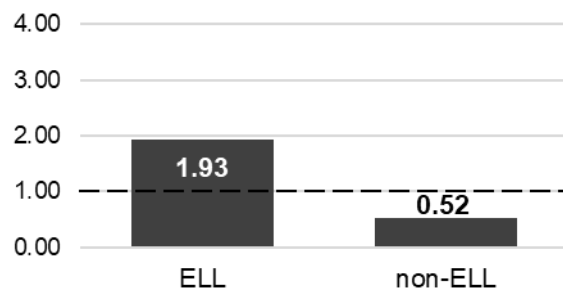


Figure 9. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Students Residing in Lower-income Neighbourhoods (LowSES)

In 2019-2020, 26% of the OCDSB student population lived in lower-income neighbourhoods (19,503 of 74,854), yet accounted for 46% (777) of students who were suspended. The suspension rate for these students was 1.8 times higher than expected given their representation in the overall student population, and they were 2.5 times more likely to receive a suspension compared to all other students.

Figure 10. Distribution of Students Residing in Lower-income Neighbourhoods (2019-2020)

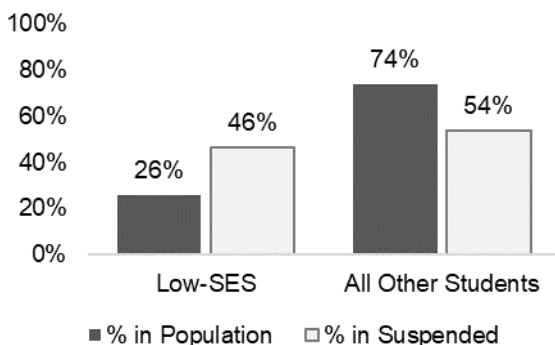
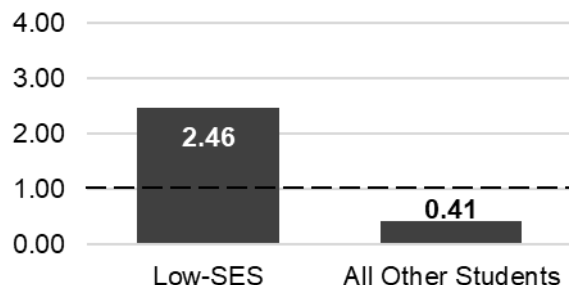


Figure 11. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Gender Identity

In 2019-2020, the OCDSB student population was relatively equally split across male (38,419) and female (36,435), yet males accounted for 81% (1,361) of students who were suspended compared to only 19% of females (313). This over-representation of boys by nearly 1.6 times, and the likelihood of suspension being 4 times higher than that for girls, has been a relatively stable trend over the past few years.

Figure 12. Distribution of Students by Gender (2019-2020)

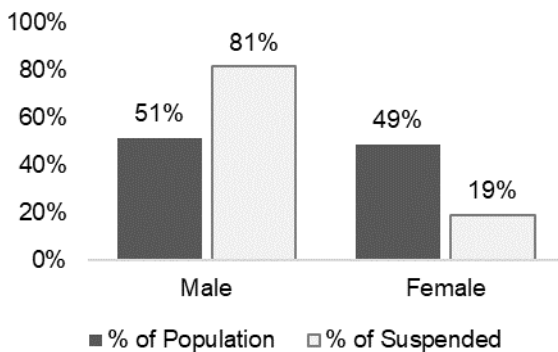
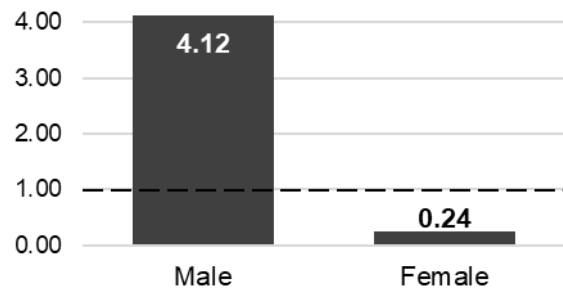





Figure 13. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Spotlight on Valuing Voices: Gender

Gender differences similar to those witnessed in the overall suspension report were also evident in the subset of suspended students who participated in the *Valuing Voices* survey.

Highlights include:

-  Despite representation in the overall population being similar, Boys/Men and Girls/Women showed opposing trends;
-  Boy/Men accounted for 76% of all suspensions issued, and were 3.4 times as likely to be suspended compared to their peers, whereas Girls/Women accounted for 18% of all suspensions and were 4 times less likely to be suspended.
-  Additional response options for gender identity accounted for 1.9% of the overall student population, however additional reporting was suppressed due to the small number of suspensions witnessed within each of these groups. To provide some indication of overall trends in suspension data for remaining gender identities, a *Gender Diverse* group was fashioned for reporting purposes (including Another/Not Listed, excluding 'Not Sure'). This combined Gender Diverse group accounted for 3.7% of All Suspensions, and students therein were twice as likely to be suspended (both compared to All Students, 1.91, and All Others, 1.94, respectively)

Indigenous Identity

In 2019-2020, approximately 2% of the OCDSB student population self-identified as Indigenous (1,419 of 74,854), yet accounted for 4% (70) of students who were suspended. The suspension rate for Indigenous students was twice as high as would be expected based on the size of this group in the overall student population. Indigenous students were approximately 2.3 times as likely to receive a suspension as compared to all other students, while non-indigenous students were less than half as likely.

Figure 14. Distribution of Self-Identified Indigenous Students (2019-2020)

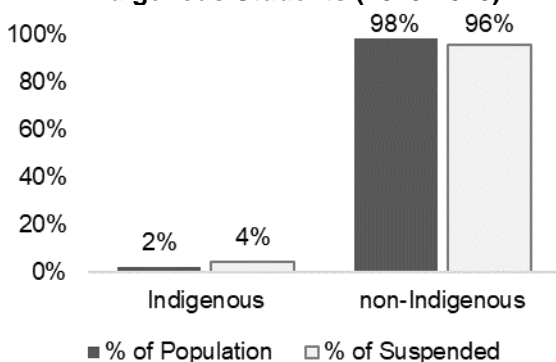
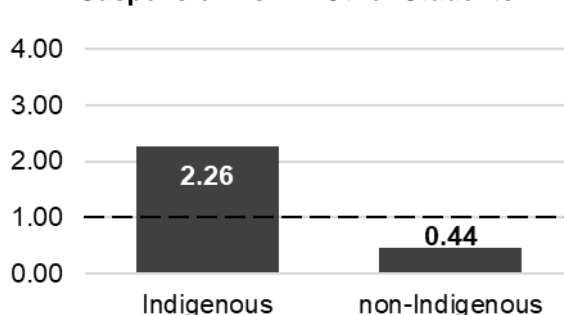






Figure 15. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Spotlight on Valuing Voices: Indigenous Self-Identification

For the subset of suspended students who self-identified as Indigenous on the *Valuing Voices* survey, the same patterns of disproportionate representation found in the full District level results was observed.

Specifically:

-  Students self-identifying as Indigenous represented 3.3% of all survey respondents, but accounted for 7.3% of suspensions;
-  The suspension rate for all students who self-identified as Indigenous was 4.2%, reflecting an overrepresentation by 2.3 times as compared to full population of students who responded to the *Valuing Voices* survey (suspension rate=1.9%).
-  When compared to students who self-identified as non-Indigenous, Indigenous students were likewise 2.3 times as likely to experience a suspension.
-  When disaggregated by Indigenous community, First Nation and Métis reflected disproportionality and disparity indices that were above 2.0; reliable estimates could not be calculated for the Inuit community due to small numbers.



Spotlight on Valuing Voices: Race

The following racial disproportionalities were evident in the subset of suspended students who responded to *Valuing Voices* survey:

- ✎ Both Middle Eastern and Black students had suspension rates almost 2 times higher than expected given their representation in the *Valuing Voices* subset, while Indigenous students were by far the most overrepresented group with rates almost 3.5 times that of the *Valuing Voices* population. Disparities were greatest for Indigenous students (3.5), followed by Middle Eastern students (2.3) and Black students (1.9), with likelihood of suspension between 2 and 3.5 times higher than other students.
- ✎ South Asian and East Asian students had the lowest suspension rates. South Asians were 3 times less likely to be suspended compared to other students, while East Asians were almost 4 times less likely to be suspended.
- ✎ White students were slightly underrepresented in suspension data but showed a similar pattern and suspension rate to the overall student population

Students with Special Education Needs

In 2019-2020, approximately 19% of the OCDSB student population was identified with special education needs (excluding gifted) (14,498 of 74,854), yet accounted for 49% (825) of students who were suspended. The suspension rate for students with special education needs was 2.5 times higher than expected given their representation in the overall student population, and were 4 times as likely to receive a suspension compared to all other students.

Figure 16. Distribution of Students with Special Education Needs (2019-2020)

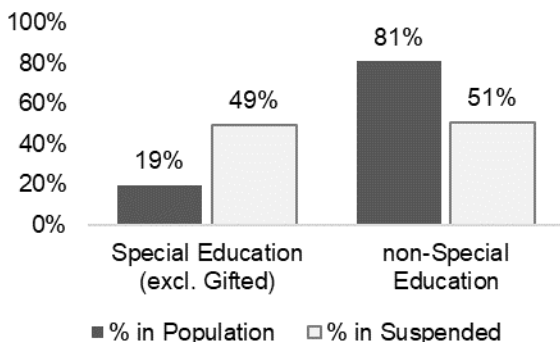
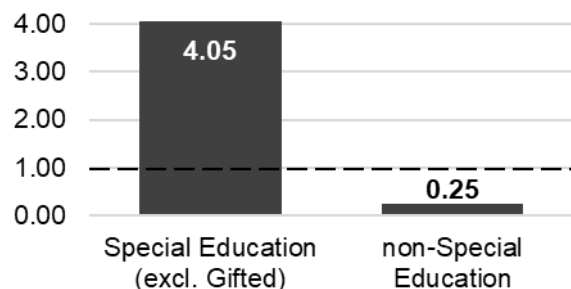
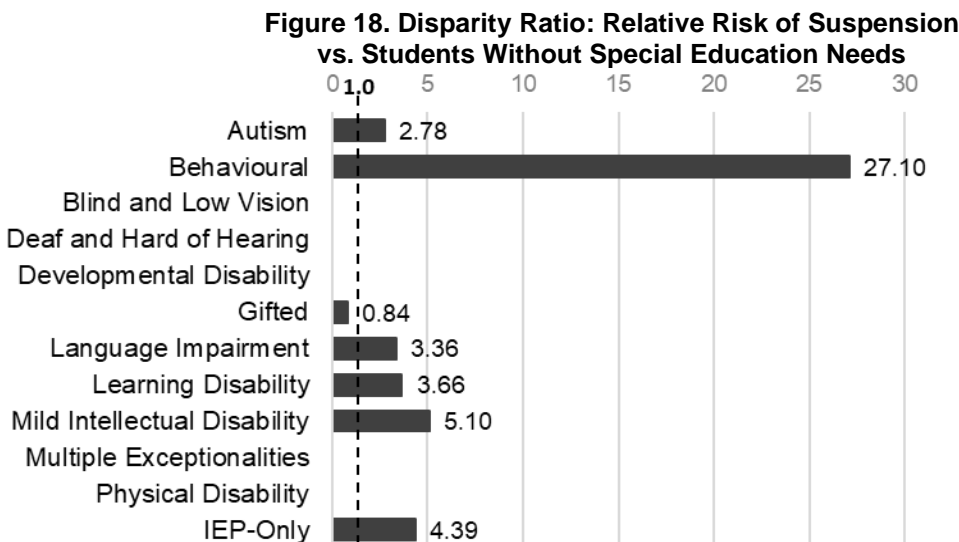


Figure 17. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Students who have not met or been formally identified with an exceptionality, but who have an IEP, make up about 13% of the overall student population (9,423 of 74,854). The remaining 6% of students with special education needs are distributed across eleven (11) exceptionalities with rates ranging from less than 1% to no more than 2% of the overall student population. Closer examination of suspension data shows suspension rates range from a low of 1.2% for students identified as Gifted to 38.1% for students with a behavioral exceptionality, and that the relative risk of suspension for students with specific exceptionalities compared to their peers without special education

needs are quite remarkable. For example, students identified with a behavioural exceptionality are 27 times as likely to receive a suspension compared to students who have not been identified with special education needs.



Spotlight on Valuing Voices: Disability

Students who self-identified as having a disability(ies) in the *Valuing Voices* survey showed a strikingly similar pattern to the larger District-level group of students with special education needs (excluding gifted).

Findings include:

- ✎ Student who self-identified as having a disability(ies) only represented approximately 7% of all students suspended at the District-level, but accounted for 50% of suspended students who responded to the survey.
- ✎ Student who self-identified as having a disability(ies) had a suspension rate 2.5 times higher than the overall survey population, and were 4 times more likely to be suspended than students who self-identified as not having a disability(ies) on the survey.
- ✎ The largest disparities were recorded for students reporting Addiction(s) (10.5), followed by Mental Health (6.1), Another disability not listed (5.4) and Developmental (5.4).

Summary and Next Steps

The findings from this report shine a light on some of the inequities that exist in our system in relation to disciplinary policies and practices. This reinforces our call to action as a system to eliminate the systemic barriers and biases that prevent all students from reaching their full potential, particularly students who identify as Indigenous, Black, and who have been minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability).

Creating Safe Spaces and Conditions for Learning

The rate at which discretionary suspensions are issued, particularly those that last for only one day, point to larger issues within the system, including lack of student engagement and threats to feelings of safety and sense of belonging (e.g., Duke University, 2010). Behaviour that is deemed to be inappropriate should be viewed as an opportunity to understand the underlying needs of the student. Rather than using suspensions to manage student behaviour, the focus of our work must shift towards creating learning environments for students where they: are comfortable expressing themselves without fear of retribution; are truly engaged in their learning; and see themselves reflected in the curriculum and in the staff who are responsible for supporting their learning and well-being while in school. It is through these actions and the use of a progressive discipline approach that we teach children the skills necessary to self-regulate and facilitate their understanding of the consequences of their actions.

Recognizing the importance of the early years in setting the foundation for positive learning experiences, the Ontario Ministry of Education recently introduced a new regulation (O. Reg.440/20) which removes the principal's discretion to suspend students enrolled in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the Education Act. Funding has been allocated to school districts to help support the implementation of these changes. In the OCDSB, this work involves collaboration across multiple departments, including Learning Support Services (LSS), Program and Learning, and Safe Schools. As one example, the Early Learning Team in LSS is continuing to provide coaching and mentoring support to Kindergarten teachers, ECEs and EAs with the goal of promoting positive student behaviour. Professional learning sessions focused on factors that impact behaviour (e.g., implicit bias, traumatic experiences); specific programming (e.g., Mindmasters 2); and implementing the Third Path framework all provide opportunities to further promote sense of belonging, physical and emotional safety, and self-regulation amongst students.

In addition to targeted programming and professional learning, the *OCDSB Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key work being undertaken at a District-level to promote more safe and inclusive learning spaces for students. Some of these include:

- a review of the Safe Schools Policy, including policies and practices associated with police involvement in schools;
- the establishment of 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;
- implementation of a staff census to better understand the representativeness of the OCDSB workforce and identifying strategies to increase representation of minoritized groups in leadership roles and those directly impacting student learning and well-being;

- redesigning course content (e.g., Social Studies, History and Geography; Grade 9-12 English) to include and represent Indigenous, Black and minoritized histories perspectives and ways of knowing;
- introduction of Indigenous and Black Graduation coaches at specific sites to promote and support student success and pathways to graduation;
- expansion of leadership and networking opportunities for Indigenous, Black and minoritized youth.

Staff will also continue to work with the community and system to identify additional strategies and supports to help address issues of inequity.

Data Analysis and Reporting

As this was the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards, we still have a lot to learn and a long way to go. While the restricted subset of self-identifying constructs that were reported-on here in isolation may appear on the surface as a cursory glance, the various angles and viewpoints under which they can be explored remain under discussion as we look to reconcile our understanding of identity constructs, set meaningful District goals, as well as meet Ministry reporting requirements.

Additional analyses will need to be undertaken to explore suspension data for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language, ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation, as there are clearly meaningful connections that exist and remain to be explored (e.g., Gender Identity and Sexual Orientation; Ethnicity and Race). Deeper analyses that incorporate student perceptions as they relate to issues of school safety, engagement, and sense of belonging will also be an important consideration. Such analyses not only contribute to a more holistic understanding of our students' self-perceptions and experiences, but also help tease apart the unique contributions of various underlying factors linked to outcomes, as well as distinguish pathways and underlying root-causes. It is also important to recognize limitations to our understanding, as the *Valuing Voices* survey collected information on students but failed to capture the larger context/environment in which they exist/live (i.e., within circles of family, school, community). The complexity of this work, and our District's positioning as one of the first to pursue it with the IDB data/ leads in Ontario, along with our interest in continuing a dialogue/responding to the interests/needs of our various voices/ stakeholders/ community partners, makes this work ongoing.

While Disproportionality and Disparity offer us two ways of *measuring* relative group differences (versus All and versus Another group, respectively), these indices do not indicate whether observed differences are *meaningful*, nor do they tell us what *movement* might be reasonable to expect over time. To better contextualize these indices and make them useful, cut-points referred to as *thresholds* must first be established. As we continue to investigate identity-based data, District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify reasonable targets and monitor progress towards addressing existing inequities. This will form part of the core work in 2019-2020 for the recently established OCDSB Technical Advisory Group: Anti-Racism Data Standards. Once thresholds have been established, monitoring progress towards some of the goals cited in the [Indigenous, Equity and Human Rights Roadmap](#) (2020) will be easier.

Technical Considerations

This phase of reporting requires the calculation of a racial disproportionality and/or racial disparity index for each unit of analysis (Standard 29). In the case of suspensions, both have been calculated where suppression thresholds have been met. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time. The following sections provide an overview of the considerations that were taken into account.

Units of Analysis. Most survey questions allowed for the selection of multiple responses, honouring the multidimensionality of identity. From an analysis and reporting perspective, this adds complexity. Analysis must be sensitive to commonalities and differences in experience and treatment among persons reporting multiple responses. For example, Standard 27 (Primary Unit of Analysis) of the Data Standards describes the following considerations in terms of multiple race categories:

“In some cases, it may make sense to count persons who report White and some other race according to the other race category selected. In other circumstances, it may be necessary and appropriate to aggregate or construct socially meaningful mixed-race categories. For example, a generic mixed-race category may be appropriate if there are insufficient or small numbers of individuals (fewer than 15) who select multiple race categories. If a generic mixed-race category might obscure significant differences, and sample sizes are sufficient, consider using specific combinations of race categories.”

As a result, three different approaches to assigning respondents to groups were examined to better understand the influence on disparity and disproportionality calculations:

- **exclusive groups** – no overlap across response categories; respondents selecting more than one response option were combined into a “mixed group” option
- **additive groups** – includes exclusive groups for those respondents who selected one response option only, but an additional group was created for each exclusive category that included respondents who selected that category and at least one other response option (e.g., black + white)
- **inclusive groups** – all groups overlap with one another (e.g., the black category includes respondents who selected black either as a single response or in combination with at least one other race category).

Given results did not yield substantive differences in the calculations, results are being reported based on exclusive groups. Not only should it facilitate greater clarity in understanding the results, but it will offer advantages for future analyses exploring intersectionality. The exception to this is disability, where inclusive groups were deemed to more accurately reflect the data due to the comorbid nature of disabilities.

Benchmarks and Reference Groups. For purposes of this report, calculations of disproportionality use the population of students who participated in the *Valuing Voices – Identity Matters! Student Survey* as a benchmark. After careful consideration, the most appropriate reference group for disparity calculations was deemed to be “all other” respondents (i.e., any respondent not included in the target group) yielding more stable comparisons over time.

Calculating Disproportionality and Disparity. Disproportionality is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population. A disproportionality index (or rate) reflects the likelihood/risk that someone from a specific group will experience a certain outcome, relative to the risk in the entire population. A value of 1.0 reflects no disproportionality. A value greater than 1.0 reflects overrepresentation. A value less than 1.0 reflects underrepresentation. Similar to Suspension Rate, scaled shading is used to indicate relative size.

Disparity is a measure of group differences that compares an outcome for a specific group against that of another (BENCHMARK) group. There are many ways of measuring disparities, however, the Data Standards describe calculating a disparity index (ratio) which compares the relative risk/rate in a specific group to the risk/rate in a BENCHMARK group. It measures whether a particular outcome is lower, similar, or higher in a specific group relative to a comparison group. A value of 1.0 reflects no disparity between the risk for the specific group and the benchmark group (same risk). A value greater than 1.0 reflects a higher risk for the specific group. A value less than 1.0 reflects a lower risk for the specific group.

Calculations of disproportionality and disparity are significantly impacted by small numbers. A general rule-of-thumb is to have minimum sample size of 10 and a population size of 30, otherwise estimates are not reliable. This rule has been applied to the reporting of suspension data and indicated with "NA" in the corresponding graphs.

Interpreting Disproportionality and Disparity. Meaningful interpretation of disproportionality rates and disparity ratios require the establishment of a threshold, which is an established cut-point used to identify meaningful disproportionality and disparity values. District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify targets and monitor progress towards addressing existing inequities/inequalities. This will be a key outcome for the OCDSB Technical Advisory Group: Anti-Racism Data by the end of June 2021.

Key Terms

Definition	What does it mean in <i>this</i> report?
SUSPENSION RATES reflect the prevalence of suspensions within a specific group, by comparing the number of students within the group to receive a suspension to the total number of students in the group.	Higher suspension rates indicate a higher occurrence of suspensions over the course of the year within a specific group.
OUTCOMES can be programs, services, or functions.	In this report, our examination focuses on students who experienced a suspension at least once throughout the 2019-2020 school year.
<p>DISPROPORTIONALITY is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population.</p> <p>A DISPROPORTIONALITY RATE reflects the likelihood/risk that someone from a specific group will experience a certain outcome, relative to the risk in the entire population.</p>	<p>Disproportionality answers the question: <i>Compared to the overall student population, how likely is it that a student from this group will be issued a suspension?</i></p> <p>A value of 1.0 reflects equal risk of suspension (parity) relative to All Students. A value greater than 1.0 reflects greater risk (overrepresentation), while a value less than 1.0 reflects lower risk (underrepresentation).</p>
<p>DISPARITY is a measure of group differences that compares an outcome for a specific group against that of <u>another</u> group, which serves as a BENCHMARK. There are many ways of measuring disparities.</p> <p>A DISPARITY RATIO is a proportion comparing the relative risk/rate in a specific group to the risk/rate in a BENCHMARK group. It measures whether a particular outcome is lower, similar, or higher in a specific group relative to a comparison group.</p>	<p>Disparity answers the question: <i>Compared to other students, how likely is it that a student from this group will be issued a suspension?</i></p> <p>A value of 1.0 reflects equal likelihood of suspension (no disparity) compared to the "all other" or a benchmark group. A value greater than 1.0 reflects a higher likelihood of suspension, while a value less than 1.0 reflects a lower likelihood of suspension.</p>
A BENCHMARK is a group used as a common reference point against which to measure disparities. Using the same point of reference for all specific group comparisons means the resulting disparities are comparable to each other.	Disparity calculations for the full student population make use of "all other students" as the benchmark group. When reporting on information collected from the subset of students who participated in the <i>Valuing Voices</i> survey, "all other students" was used for calculations on race and gender identity, while "does not identify as Indigenous" was used to report on Indigenous identity and "does not identify as having a disability" was used to report on disability.
A THRESHOLD is an established cut-point used to identify meaningful disproportionality and disparity values.	District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify targets and monitor progress towards addressing existing inequities.

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2020 OCDSB Technical Advisory Group: Anti-Racism Data Standards

Terms of Reference

Description of Mandate

The mandate of the TAG is to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, streaming, etc.). Specifically:

- [units of analysis](#) (standard 27);
- [analysis of outcomes](#) (standard 28);
- [minimum requirements for analysis](#) (standard 29);
- [benchmarks and reference groups](#) (standards 30 and 31);
- [interpreting analyses](#) (standard 32).

The District will be responsible for undertaking the analyses and reporting of data, as necessary. When it comes to the examination of disproportionality and disparity of outcomes, however, the way in which the standards are interpreted and applied have implications for decision-making and actionable next steps. As a result, having a formal and ongoing relationship with a broad range of community partners and cross-departmental representatives will be important in helping to identify concerns from their respective community(ies) with respect to the analytic approaches being taken or considered and help guide the narrative of what the data is telling us.

Membership

The TAG will be comprised of up to 10 community representatives who can share perspectives of individuals who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. Members should have experience and knowledge of research and statistical methods and a keen interest in the interrogation of quantitative data.

Participation on the TAG would be of particular interest to individuals with experience in the collection, analysis and reporting of identity based data, an understanding of the Anti-Racism Data Standards, and/or the application of OCAP principles.

The Manager of the Research, Evaluation & Analytics Division will chair the meetings, and will be supported by staff, as required.

Scope and Schedule

It is anticipated that the TAG will meet 3 to 4 times per school year. This year, the first meeting will be scheduled for late October with subsequent meetings tentatively planned for November, February and May. Meeting dates are expected to align with planned reporting on identity based data.

2020 OCDSB Technical Advisory Group: Anti-Racism Data Standards

Meetings will be conducted via Zoom and will be scheduled for 1.5 hours during the regular business day. Meetings will be recorded to support note-taking. Meeting notes will be distributed to committee members for review and to verify accuracy.

Deliverables for 2020-2021

By the end of June 2021, TAG will have played an instrumental role in reviewing and applying the data standards to inform the analysis and reporting of identity based data, including:

- determining appropriate reference groups and benchmarks for comparison purposes;
- establishing thresholds against which progress towards the elimination of systemic barriers and biases can be measured; and
- discussing strategies to ensure that the data and reporting is accessible and meaningful to the community.

COMMITTEE OF THE WHOLE

8 DECEMBER 2020

REPORT No. 20-084

DEVELOPMENT OF A HUMAN RIGHTS POLICY

Key Contact: Carolyn Tanner, Human Rights and Equity Advisor
carolyn.tanner@ocdsb.ca

PURPOSE:

1. To seek approval of the Consultation Plan to develop a human rights policy.

STRATEGIC LINKS:

2. The development of a human rights policy supports the achievement of the Cultures of Caring and Social Responsibility of 2019-2023 OCDSB Strategic Plan through:

- championing high learning expectations for all students in all programs;
- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

A stand-alone human rights policy will also deliver on one of the commitments of the OCDSB Indigenous, Equity and Human Rights Roadmap. Seeking out the voices of the Indigenous, Black, minoritized, 2SLGBTQ+ and people with disabilities, including students, families, staff and communities, the District will collaboratively develop a policy and associated procedures that meet the priorities of the people it serves. The subsequent adoption of the policy will ensure that the promotion and protection of human rights is centred within the OCDSB. The consultation process will also contribute to the Strategic Plan outcomes of increasing student and parent voice, employee engagement and community partnership.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the Office of the Human Rights and Equity Advisor and will set a clear direction for how to engage with the Office when needed. It is also in line with the District's priority character attributes: acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect and responsibility.

CONTEXT:

3. Currently the District has a variety of policies and procedures that relate to some aspects of human rights, but it lacks a foundational human rights policy that sets applicable human rights standards against which all other policies must comply and it also lacks accountability mechanisms for enforcement.

KEY CONSIDERATIONS:

4. Background

In March 2020 the District hired a Human Rights and Equity Advisor in accordance with the terms of a transfer payment agreement with the Ministry of Education. The role of the Human Rights and Equity Advisor is to provide advice and support to build and maintain a culture of human rights across the organization and to oversee the investigation and resolution of human rights-based complaints.

On October 13, 2020 the District established two different mechanisms to strengthen human rights and equity within the Board. The Indigenous, Equity and Human Rights Division is responsible for program implementation and service delivery. The arm's length Office of the Human Rights and Equity Advisor is the mechanism that will provide accountability and seek resolution of human rights-related concerns and complaints.

5. Preliminary Work

A desk review of current OCDSB policies and procedures and human rights policies of other boards has been conducted by the Human Rights and Equity Advisor in order to identify gaps and best practices. Currently, the OCDSB has a variety of policies and procedures that deal with different aspects of harassment, discrimination and accommodation for both staff and students, however it lacks a uniform, foundational human rights policy and procedure document that sets the standard and details OCDSB's commitment to upholding human rights, preventing infringements and responding to human rights related concerns from students, families, staff and the community.

6. Legislative Framework

The United Nations *Declaration on the Rights of Indigenous Peoples* recognizes right of Indigenous Peoples to the dignity and diversity of their cultures, traditions, histories and aspirations and to have those appropriately reflected in all aspects of education. This right is reflected in the *Constitution Act*, the *Canadian Charter of Rights and Freedoms*, as well as in the Truth and Reconciliation Commission of Canada: Calls to Action 62, 63 and 64.

The right of a child to access education on the basis of equal opportunity, that reflects diversity and human rights, that develops the child to their fullest potential and that is free from discrimination is guaranteed by the United Nations *Convention on the Rights of the Child*, protected by the Ontario *Human Rights Code* and reflected in the *Education Act*. The best interests of the child must be the primary consideration in guiding actions that impact on that child.

The fundamental right to equality and to be free from discrimination is enshrined in the *Universal Declaration of Human Rights* and reflected in the *Canadian Charter of Rights*

and Freedoms and the *Ontario Human Rights Code*. This includes the right to be free from discrimination in both a learning and a working environment and is further reflected in the *Occupational Health and Safety Act*.

The right of persons with disabilities to equally access opportunities is set out in the United Nations *Convention of the Rights of Persons with Disabilities*, protected by the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* and reflected in the *Education Act*.

The right of a person to be free from racial discrimination is set out in the United Nations *Convention on the Elimination of all forms of Racial Discrimination*. The right for women and girls to be free from discrimination is set out in the United Nations *Convention on the Elimination of all forms of Discrimination Against Women* and protected by the *Ontario Human Rights Code* and the *Anti-Racism Act*.

It is within this framework of rights and responsibilities that OCDSB seeks to develop a policy and related procedures that will set standards for behaviour, clarify roles and responsibilities and establish a mechanism for accountability.

7. Proposed Policy Framework and Consultation Process

The recently launched OCDSB Indigenous, Equity and Human Rights Roadmap calls for a human rights-based approach within the Board. A human rights-based approach centres around principles of equality and nondiscrimination, participation and inclusion, and transparency and accountability. This consultation process is designed around these principles.

The District proposes consulting with a diverse range of OCDSB stakeholders. The consultation will be done in two phases. Phase One will seek out information about current gaps and challenges related to human rights within the Board, identify any special considerations that are a priority for certain identity groups, make recommendations to improve accessibility to users and identify steps needed to ensure effective uptake of a new policy.

An internal working group of subject matter experts will draft a policy based on feedback from Phase One. Phase Two of the consultation will revisit the groups originally consulted to share and seek feedback on the draft policy. Efforts will be made to seek out feedback and use a collaborative process to ensure that the policy is relevant and accessible to a diverse range of anticipated users. Feedback will be considered and incorporated where possible.

In developing the policy, consideration will be given to enshrining the legal requirements set out in the domestic and international human rights framework referenced above. It is expected that the policy will: (a) include human rights-related concepts and principles (e.g., anti-racism, anti-discrimination, the duty to accommodate, and mechanisms to address human rights complaints); (b) explore individual and organizational roles, responsibilities and legal obligations to prevent and address all forms of discrimination, including in the form of racism, sexism, ableism, homophobia, transphobia, antisemitism, Islamophobia, anti-Sikhism; (c) establish processes for accommodation where needed; and (d) establish mechanisms for accountability that are accessible to diverse stakeholders.

The final phase of the consultation will involve bringing the finalized policy and associated procedures and informational tools back to the groups we consulted to share information about how the final policy will work and to answer questions. It is anticipated that this model of bottom up stakeholder engagement will not only result in a policy and related procedures that meet the needs of the OCDSB community, but will also strengthen engagement, partnerships and trust with students, families, staff and community members.

FINANCIAL CONSIDERATIONS:

8. The consultation may incur costs related to interpretation or translation to allow for the participation of English language learners and people who are deaf and hard of hearing. It is not anticipated that the consultation will have any additional financial implications. The vast majority of the consultations will take place virtually and will be completed using existing networks and partnerships. Any costs that may arise will come out of existing budgets.

COMMUNICATION/CONSULTATION ISSUES:

9. An internal Working Group of the following subject matter experts has been established to provide guidance for the design of the Consultation Plan:

- Human Rights and Equity Advisor
- Diversity and Equity Coordinator
- Vice-Principal, First Nations, Métis, and Inuit Education
- Instructional Coach, Inclusive, Safe & Caring Programs
- Trans and Gender Diverse Student Support Coordinator
- Mental Health and Critical Services Manager
- Human Resource Manager
- Legal Services Manager
- Investigation Advisor for Staff Misconduct; and
- Policy Analyst

The Group advised that a participatory approach be adopted for the development of the new policy in order to generate internal and external support.

RECOMMENDATION:

THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084, be approved.

Carolyn Tanner
Human Rights and Equity Advisor

Camille Williams-Taylor

Director of Education and Secretary of
the Board

APPENDIX:

Appendix A: Consultation Plan



Consultation Plan

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

DATE:	December 8, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Human Rights Policy Development
CONTACT / PROJECT LEAD (Name, telephone, email):	Human Rights and Equity Advisor, Carolyn Tanner
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>The purpose of the consultation is to collaboratively develop a human rights policy for the Ottawa-Carleton District School Board. The policy will address the promotion and protection of human rights within the OCDSB community; set out rights, roles and responsibilities; and establish accountability mechanisms to allow people to request accommodation and seek resolution of human rights-related concerns or complaints.</p> <p>During the consultation process, the working group will engage students, staff and families to seek input and build support for a human rights policy and associated procedures. We intend to engage a wide range of diverse voices and build collaborative and authentic relationships with students, staff, families and community.</p> <p>Through this consultation process we expect to identify priority content and requirements for an accessible policy and procedure. We will intentionally seek out Indigenous perspectives and perspectives from racialized and minoritized stakeholders. The information received will guide the OCDSB in developing a human rights policy framework that is both relevant to and has the flexibility to meet the needs of the diverse people served by the OCDSB.</p> <p>During Phase One we will meet with advisory committees, employee groups, students and families to set expectations, understand priorities and hear suggestions on how to create a complaints mechanism that is accessible to the people it serves.</p> <p>Phase One of the consultation will:</p> <ol style="list-style-type: none"> 1. Identify gaps and challenges with existing policies, procedures and processes that: <ol style="list-style-type: none"> a. promote and protect human rights; 	

- b. provide human rights-related accommodations;
- c. to address human rights related concerns;
- 2. Identify any special considerations from Indigenous, racialized or minoritized (including 2SLGBTQ+ and people with a disability) perspectives;
- 3. Recommend how to make a complaints procedure(s) accessible to all users;
- 4. Identify steps needed and tools required to ensure effective uptake of the policy and procedures.

Based on feedback received, the internal working group will draft the policy, related procedures and tools.

During Phase Two we will share the draft policy with the same groups consulted during Phase One to seek feedback and input. The feedback will inform the drafting of the final policy and related procedures and tools. During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.

WHY?

2. WHY ARE YOU CONSULTING? (Check all that apply)

- ☒ To seek advice, informed opinion or input for consideration prior to decision-making?
- ☒ To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
- ☒ To share information and awareness about a subject/recommendation/decision that has been made?
- ☐ Other? (Please explain)

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)?

The development of a human rights policy framework is aligned with the **OCDSB Strategic Plan**. The OCDSB Strategic Plan commits to creating a culture of innovation, caring and social responsibility by:

- championing high learning expectations for all students in all programs;

- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

The consultation plan and the collaborative development of the policy is also aligned with approaches and activities identified in the **OCDSB Indigenous, Equity and Human Rights Roadmap**. The Roadmap calls for a human rights-based approach within the Board, that this consultation plan respects that approach by highlighting participation and inclusion in the creation of a transparent accountability mechanism for the promotion and protection of human rights. The Roadmap also calls for the centering of human rights and equity in decision-making and names the development of a human rights policy as a deliverable action.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the **Office of the Human Rights and Equity Advisor** and the role of the Human Rights and Equity Advisor (HREA) within the OCDSB. The HREA position was created under a TPA with the Ministry of Education. The HREA is mandated to strengthen and maintain a culture of human rights promotion and protection within the OCDSB and to establish and oversee a human rights complaints investigation mechanism.

This consultation, and the subsequent adoption of a human rights policy will strengthen the promotion and protection of human rights of students and staff. It will create accountability mechanisms to allow students, families, staff and communities to seek resolutions for human rights concerns. It will also create the framework for centring human rights and equity in decision making within the Board. The consultation process is expected to not only result in a policy that reflects the needs and priorities of the people it serves, but also contribute to increasing student and parent voice, employee engagement and community partnership.



Consultation Plan

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

WHO?

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

<u>OCDSB Community</u>	<u>Internal to OCDSB</u>	<u>External / Other (please identify)</u>
<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 type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> Managers	<input type="checkbox"/> Other governments
<input checked="" type="checkbox"/> Advisory committees (Specify below) PIC, SEAC, IEAC, ACE	<input checked="" type="checkbox"/> District staff	<input type="checkbox"/> Other <input type="checkbox"/>
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc		<input checked="" type="checkbox"/> Federations
<input type="checkbox"/> Other <input type="checkbox"/>		

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

We will consult with **students** (such as Original Voices, Black Youth Forum, Rainbow Youth Forum, students who have complex disabilities; Student Trustees, Student Senate; etc.), **parents/caregivers** (such as parents of Indigenous, racialized or minoritized students; newcomers; parents of children with disabilities); **employees** (such as principals/vice principals, staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators, etc.); **community groups** (such as Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth; 613/819 Black Hub; ASILU Collective; organizations serving students' mental health needs and other groups recommended by Committees or Councils). We will also consult with **Advisory Councils** (ACE, IEAC, PIC and SEAC) and Federations.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE

DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

An internal working group of subject matter experts was established to design the consultation plan. The working group includes members of the Indigenous Education team, members of the equity team typically engaged in community outreach and partnership, members of the Learning Support Services team, members of Human Resources and members of the legal team. This group provided insight into effective, bottom up engagement approaches.

Several meetings were also held with the Ministry of Education's Equity Secretariat and members of the human rights and equity advisor community of practice from across Ontario to discuss approaches to the development of human rights policies for school boards and the effective approaches to consultation.

A pre-consultation meeting was held with ACE on November 26 and feedback incorporated and will be held with Student Senate (December 3) and IEAC (December 10) to seek advice on how to maximize effectiveness of the consultation process, including through identifying who should be consulted and how they should be consulted.

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 type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input 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)?

We will reach out to stakeholders using existing networks and partnerships. We will also have a dedicated place on the OCDSB website where stakeholders can engage and provide input. Translation and/or interpretation will be provided as needed to facilitate the participation of newcomers, English language learners and people who are deaf and hard of hearing.

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Public meetings |

☒ Mail-out or email circulation

☐ Open houses / workshops / cafes

☐ School council(s)

Please describe:

☒ Survey / questionnaire

☒ Web-based notice / Web-based comments

☐ Other



CONSULTATION PLAN

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

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:	June 21, 2020	
<u>PROJECTED DATE(S)</u>	ACTIVITY/MILESTONE	<u>NOTES**</u>
PHASE ONE		
January - February 2021	<ul style="list-style-type: none"> • Consultation with SEAC (January 6) • Consultation with PIC (January 13) • Consultation with IEAC (January 21) • Consultation with ACE (January 28) • Consultation with Student Senate (February 4) • Meeting with small group of English language learners (ELLs) and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) • Consultation with Original Voices, Rainbow Youth 	<p>These consultation sessions will start with a presentation that includes a general overview of human rights principles, particularly as they relate to education and employment, current policies within the OCDSB that relate to human rights and will identify key elements of a comprehensive human rights policy. This will give the participants a framework against which to make informed recommendations.</p> <p>Thought Exchange will be considered as a tool for the consultations with the staff affiliate groups.</p>

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.
 OCDSB Form 644: Consultation Plan (April 2009)

	<ul style="list-style-type: none"> Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) 	Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.
PHASE TWO		
March 2021	<ul style="list-style-type: none"> • Analysis of stakeholders feedback • Development of a draft Human Rights policy and related priority procedures 	Using feedback and information gathered during Phase One, the working group will collaboratively develop a draft policy that reflects the priorities and recommendations heard.
April 2021	<ul style="list-style-type: none"> • Presenting the draft policy to DEC (April 6) 	
April 2021 - May 2021	<ul style="list-style-type: none"> • Consultation with PIC (April 14) • Consultation with ACE (April 29) • Consultation with SEAC (May 5) • Consultation with IEAC (May 13) • Consultation with Student Senate • Meeting with small group of ELL and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) • 	<p>During Phase Two we will bring the draft policy and procedure framework back to the groups consulted in Phase 1 for discussion and to seek final input and recommendations to improve the draft and make it relevant and accessible to users.</p> <p>During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.</p>
May 2021 - June 2021	<ul style="list-style-type: none"> • Present the policy to DEC (May 18) • Present the policy to COW (June 8) 	

	<ul style="list-style-type: none"> • Present the policy to Board (June 21) 	
<p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> • 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. 		
<p>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)</p>		
<p> <input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> School / principal communications / newsletter <input type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board <input type="checkbox"/> Media reports <input type="checkbox"/> Other </p> <p>Please describe:</p> <p>The consultation process will identify tools needed to ensure the effective understanding and uptake of the human rights policy. After the policy is finalized the final policy, together with tools to promote understanding of the policy will be shared widely with students and staff.</p>		
OTHER		
<p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):</p> <p>There may be costs associated with interpretation and translation required for this consultation process. The rest of the consultation will be done using existing resources. Any ancillary costs will come out of existing budgets.</p> <p><i>* Note that the consulting body bears responsibility for the costs of the consultation.</i></p>		
<p>11. EVALUATION:</p> <p>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.)</p>		

Engage with a select number of the participants 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

October 22, 2020

6:00 pm

Zoom Meeting

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

Staff and Guests: Donna Blackburn (Trustee), Wendy Hough (Trustee), Jennifer Jennekins (Trustee), Lynn Scott (Trustee), Justine Bell (Trustee), Joy Lui (Student Trustee), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Michael Carson (Chief Financial Officer), Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Charles D'Aoust (Coordinator, Budget Services), 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), Joe Ross (Science Instructional Coach), Romaine Mitchell, Ali Dusome, Pauline Mousseau, Lili Miller, Katlin Markwell, Keith Sarazin, Azia Seicher-Hamel, and Leigh Fenton (Board/Committee Coordinator)

1. Opening

Elder Albert Dumont opened the meeting.

Vice-Principal Alexander invited the participants of the council meeting to introduce themselves.

2. Presentation

2.1 The OCDSB Budget Process Overview and Indigenous Education Funding (M.Carson)

Chief Financial Officer (CFO) Carson expressed his gratitude for the invitation to listen to the Council discussions. He shared the budget development process followed to develop a budget. Though a budget is set annually, balancing the funding occurs within a three year period: the year previous, the current year and the following year. A budget is developed based on the resources in place, new

funding that the province is willing to commit to programming and contingency planning for the future of upholding a set standard of education.

Eight years ago the province began to provide specific funding to support Indigenous students and to improve the understanding of Indigenous history, along with current Indigenous issues in Canada. CFO Carson reviewed the pre-circulated memo on the Indigenous Education Funding Allocation. For each student enrolled in the District, the Ministry of Education provides \$12,000 to support the education of that individual student. Funding of \$90- \$100 million dollars is dedicated to supplement the services provided to students accessing special needs. These funds are set aside separately by legislation and may only be used in the designated area. The term “sweatered funding” was explained by CFO Carson; approximately \$750,000 per year is designated funding, strictly to support Indigenous students. A calculation is based on population information found in the Federal Census. The majority of Indigenous students attend provincially funded schools. When the province began to fund Indigenous education they divided the funding into a number of different sections: Indigenous Education Per Pupil Amount, Indigenous Lead funded through Program Leadership Grant, and Board Action Plan on Indigenous Education Allocation. In addition, a growing number of funds are apportioned to the number of secondary students who have chosen to enrol in Indigenous Studies Courses. In total, \$3,000,000 in funding is generated through the Indigenous Education allocation, and from that amount, \$1,300,000 is directed specifically towards supporting Indigenous students by employing permanent Indigenous staff and training resources for non-Indigenous staff. A major achievement in the creation of Indigenous studies classes is that all students have a better understanding of the nation’s history and the history that occurred long before the settlers arrived in Canada.

CFO Carson reported that part of the annual budget exercise is to meet with various departments to review current practices and determine which initiatives are identified as priorities. Senior staff meets as a collective to discuss in-year strategies derived from the 2019-2023 Strategic Plan. From there determinations are made to support initiatives and compromises are decided upon based on the funds available to execute new ideas.

CFO Carson welcomed suggestions on areas that the Council believes requires more attention in education or if there are programs that may benefit from being accelerated in the planning process.

In response to questions and comments, the following points were noted:

- Additional education assistants (EAs) are required to be in assigned classrooms on a consistent basis in order to serve the needs of special needs students, like children in care and others with severe learning disabilities stemming from fetal alcohol syndrome. CFO Carson responded that an ongoing challenge the District confronts is the need to provide

additional supports in classrooms. In the last two years 100 EAs have been added across the school sites, increasing the staff complement by 20%. This allocation of EAs is managed by the Learning Support Services (LSS) Department in consultation with school principals and the superintendents of instruction. Superintendent Baker noted that in discussions with LSS, she has promoted the advancement of Indigenous EAs who may connect with students using culturally relevant knowledge. There is a plan in place for specific support of this nature;

- Establish a section in the budget that specifically identifies Indigenous Education. Expand on this piece to breakdown the costs involved in Indigenous Education to enable a greater understanding of expenditures;
- Hire additional Indigenous graduation coaches;
- Structure the Indigenous Education Team similarly to the way the LSS Department is staffed, including a physiologist, a mental health worker, and a social worker;
- An inquiry was made as to how many Indigenous students in the District access a special needs program. CFO Carson responded that the information may be available in the results of the 2020 Valuing Voices Survey which will be shared by the Research, Evaluation and Analytics Division later in the 2020-2021 school year; and
- Put transition support in place for students who move from Nunavut into the Ontario schooling system. They often have a significant disadvantage in their English comprehension abilities. Superintendent Baker noted that Mr. Meawasige, who works with Indigenous students on re-engagement, brings many community leaders together in support of this issue.

Mr. Meawasige provided an overview of the history of the Indigenous student supports, which advanced from the year 2016 under the guidance of Ms. Nancy Henry. A hiring sequence of Indigenous staff brought forth the establishment of an Indigenous Education Team. Today they have begun work in collaboration with LSS with a newly appointed part-time Indigenous social worker, Courtney Valeyev. Mr. Meawasige's role is to provide cultural and academic support to Indigenous students in kindergarten to grade 12. He is rewarded through the time he invests with the young people and their families. Building these relationships fosters trust. Educators today are working within an education system that has not benefitted the Indigenous people in the past and therefore one of the most important elements of the work is to continue to grow trusting relationships. Once the trust is stable, only then can momentum build to assist the student on their education journey and advocate for their increased opportunities within the system. Through empowerment, the student finds their voice and realizes their potential. The education system was not constructed to understand the Indigenous ways of knowing; part of the work of the Indigenous Education Team is to help the system understand Indigenous culture and suggest changes to the system to support the students.

Ms. Nadon-Campbell queried whether there was any community outreach to Makonsag, and Indigenous preschool program that fosters cultural awareness and early learning for children and their families. Mr. Meawasige reported that early in his career with the District, there were valuable meetings with Makonsag to work together on transitions and to highlight the work of the Indigenous Education Team. Over the years there has been staff succession in leadership at Makonsag, however they are hopeful that a working relationship can be re-established.

Ms. Nadon-Campbell requested clarification on the role that the Indigenous Education Team plays in assessment testing for Indigenous students who may benefit from special education support. Mr. Meawasige volunteered that, in his own experience, should a parent or guardian raise a specific concern, they are able to help navigate the process with the family, as the experience may be overwhelming or confusing. Mr. McHugh contributed that under the Child First Initiative, Inuit children, from the time they are born until they become the age of 17, are ensured access to health, social and educational services and supports, including mental health assessments, under the Canadian Government. He suggested employing Indigenous psychologists to complete assessments with Indigenous children.

Vice-Principal Alexander highlighted that her team does a large amount of work with LSS. They have spoken to them about the Child First Initiative and Jordan's Principle, which aims to ensure Indigenous children can access all public services in a way that is reflective of their distinct cultural needs. LSS and the Indigenous Education Team collaborated on professional development sessions in the 2019-2020 school year.

Mr. Meawasige welcomed some new students to the meeting and requested that space be made on the agenda to listen to the voices of the youth. From a request by a student, Superintendent Baker provided a brief overview of the purpose of the Indigenous Education Advisory Council (IEAC). The Council has a goal of providing guidance to the Board, as it pertains to Indigenous Education, well-being and achievement and providing support to its Indigenous students, families and educators. The Council collaborates with the District on the development of the Indigenous Education Board Action Plan. Discussions focus on supporting teachers in their learning and engaging the community in partnership and collaboration. Further considerations are given to the use of data and how to support Indigenous students in measuring successes using milestones that appeal to Indigenous ways of learning. She emphasized that students are always at the centre of the conversations and play a role in decision making. It has been students who guide the discussions, present their experiences and share suggestions. Those same ideas are incorporated into the Board Action Plan. Trustee Hough is the appointed trustee to IEAC and she is aware of any recommendations that are made to the Board of Trustees from the Council. Vice-

Principal Alexander offered to have further conversations with the students about their interest in attending IEAC.

A student sought further information on the communication plan between class teachers for the Individual Education Plans (IEPs). A view was expressed that IEP follow-up requires more diligence on the part of teachers, as both this individual and peers are experiencing a lack of one-on-one support and a shortage of EAs in certain courses. Superintendent Baker demonstrated concern that the supports in place were not benefiting the student, as staff has been increased for 2020-2021 in the areas of Learning Support Teachers (LSTs) and Social Workers as a part of the COVID emergency support funding measures. CFO Carson stated that at times there are room for practice improvements that are not related to monetary amounts. He noted that when students and teachers share their experiences the gaps can be identified. Ms. Nadon-Campbell, who sits as the Chair of the Special Education Advisory Committee (SEAC), invited the student to appear as a delegate to bring the concern to LSS and the committee dedicated to special education.

Ms. Lord stated that in consideration of the allocations specifically directed towards Indigenous students and special education, perhaps greater support may be provided to these students if there was additional information on how many Indigenous students have an IEP in place. She queried the amount of EAs that are on staff to solely support Indigenous students. If this issue was driven by a needs-based approach, future budgets may be shaped to adequately support these students. Superintendent Baker responded that at the end of a typical school year, an annual Indigenous Education Report is presented to the Committee of the Whole (COW). This document provides an elaborate funding breakdown. She offered to provide the reports from previous years.

A student requested to learn more about the difference between online and in-person schooling for Indigenous students. Superintendent Baker noted that access to technology, WiFi, cultural and academic supports were all areas that posed difficulty in the spring when the province ordered the closure of schools. While the delivery of education underwent a pivot to remote learning practices, challenges and opportunities presented themselves. The solutions continue to evolve. Through 'education hubs', driven by a grant awarded to Inuuqatigitt and the work of Mr. McHugh, Indigenous students can access supplementary online support throughout the week. Mr. McHugh added that online learners have access to their guidance counselor from their home school.

Mr. Meawasige reported that young people are experiencing a change in the way that they relate to their educators due to the switch between the physical spaces. He has heard that there is an impact on students with the strain of using a computer screen for extended periods of time, effecting on both mental and physical well-being. He hopes that there are opportunities for the students to talk about how they are managing in this new learning environment. There are virtual sharing circles run by Josh Lewis, offering support. He urged students to reach

out to the staff in Indigenous Education and community partners in this time of shifting realities.

CFO Carson thanked the council for allowing him and Mr. D'Aoust to join the Council for the presentation and discussion. He offered to return to the Council during the 2020-2021 school year as budget planning develops.

3. Community Discussion

3.1 Report 20-080, Consultation Plan to Review Police Involvement in OCDSB Schools(M.J. Farrish)

Superintendent Farrish thanked the Council for the opportunity to provide an update on the consultation plan to review police involvement in schools. She explained that when the District reviews a policy, a plan to consult must accompany the plan. She acknowledged IEAC invested a great deal of time in the 25 June 2020 meeting discussing experiences with School Resource Officers (SROs). She noted that the June meeting report will inform the coming review, to assist both her and Human Rights and Equity Advisor Tanner with insight from IEAC. She described the scope of the review encompassing an overview of the Ministry of Education's directive in The Provincial Model for a Local Police/School Board Protocol 2015, an overview of the Protocol to Accompany Safe Schools Policies in the City of Ottawa, an overview of District governance documents that stipulate a partnership with Ottawa Police Service (OPS), an assessment of when the administrators are involving the police in schools, and recommendations for the way forward to create schools that are safer for all students. The review will be focusing on intended and unintended outcomes. The exercise includes the creation of a formal report of recommendations to be published and brought forward in the spring of 2021. The release of the report is scheduled ahead of the policy revision.

Superintendent Farrish advised that the engine of change will be the voices heard in the consultation process. The goal is to improve outcomes and experiences of all of our youth, but with a particular focus on the youth and the employee groups that we know are disproportionately represented in negative outcomes as a result of police involvement. It is important that this type of consultation is performed in a way that is respectful. Human Rights and Equity Advisor Tanner will be supervising engagement with those telling their story to ensure that the commitment to human rights is reserved.

Human Rights and Equity Advisor Tanner shared that the vision for the consultation is a collaborative process and one where recommendations arise out of the review. The steering group guiding the work should be comprised with a half percentage of student representatives. Other representative would include members of the Advisory Committee on Equity (ACE) and the IEAC, community members, and parents. This steering group would be engaged throughout the

entire process to ensure the right questions are being asked, the right voices are being heard and all the interpretive information is being considered. She invited the Council to share their perspectives on the plan to consult with the school community.

Mr. McHugh suggested that a counsellor be present in the event that a contributor requires support in the recollection of a traumatic event. Superintendent Farrish recognized that the terminology referring to a “do no harm” approach is perplexing because harm is apparent when this kind of information is sought. A minimal harm pathway is a realistic achievement in this kind of a review. Counselling services were built into the plan, including culturally appropriate supports. Outreach to organizations who specialize in working with youth will be contacted to aid with engagement.

Ms. Manatch expressed an interest to participate in the steering group and requested information on applying. Superintendent Farrish replied that an application process was not being considered at this time, however she acknowledged that a certain number of people are optimal and they will seek to balance perspectives as well. She and Advisor Tanner recommended that the advisory committees of the Board could decide on a representative to come forward to participate in the review.

Ms. Miller queried the likelihood of further recommendations to allocate the funding for SROs in other areas of the District, for instance a youth social worker or a conflict resolution expert. Superintendent Farrish explained that the timing of the review will coincide with the budget deliberation process. This could be a part of a larger budgetary conversation.

In a response to a query by Ms. Miller, Advisor Tanner explained that though she has not conducted a review of this nature in Canada, since the year 2001 she has worked in Uganda and Nepal to consult on changes to legislation to protect human rights, cultivated community engagement and worked with traditional communities to structure a bridge between a formal colonial structure and an existing traditional structure. She reiterated the importance of obtaining the advice from the steering group to build a series of evidence-based recommendations.

Vice-Principal Alexander thanked Superintendent Farrish and Human Rights and Equity Advisor Tanner for their time and noted that any further comments or guidance can be forwarded to them by email. Vice-Principal Alexander offered to make any connections that the Council may request.

3.2 Update on Education Hubs (I. McHugh)

Mr. McHugh thanked the Board for supporting the Inuuqatigitt application for the

educational hubs. These hubs provide added support to Indigenous students with online learning. There are two classrooms wired for virtual support at the Hardini Centre and a third servicing a youth building. Nine teaching positions are available and 20 interviews are scheduled. The positions include three teachers, three EAs and three cultural advisors. Some of these candidates have experience teaching in Nunavut. Registration numbers are high and there are only six spots remaining for the last hub. The goal is to be running the program for students by 9 November 2020.

Trustee Hough mentioned that she had the honour to read and contribute to the application. She was impressed by the written proposal in its entirety. She noted that if other groups wish to move forward with this type of model, they should approach Inuuqatigitt for input.

3.3 Council Facilitator

Deferred until 10 December 2020.

4. Reports - Deferred

4.1 Superintendent's Report

Deferred until 10 December 2020.

4.2 16 January 2020 IEAC Report

The IEAC report of 16 January 2020 was received.

4.3 17 September 2020 IEAC Report

The IEAC report of 17 September 2020 was received.

4.4 IEAC Action Tracking Log

Deferred until 10 December 2020.

5. Information and Invitation

5.1 Report 20-053, Indigenous, Human Rights and Equity Roadmap, 2020-2023

The final version of the Indigenous, Human Rights and Equity Roadmap 2020-2023 was included for information.

6. Closing

Mr. Dumont offered a closing at 8:22 p.m.

Indigenous Education Advisory Council - Action Logbook

	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 wit 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 circumstances.	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 training.		
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 Indigneous 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

	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.	L. Fenton	I. McHugh	October 14 2020: Information is being collected from the members to send their smudging gifts.	Completed October 21 2020
6	22 October 2020	Distribute the IEAC Reports of 2018-2019 and 2017-2018 to the Council	D. Baker	M.Manatache		