

INDIGENOUS EDUCATION ADVISORY COUNCIL

**Thursday, January 21, 2021, 6:00 pm
Zoom Meeting**

		Pages
1.	Opening	
2.	Presentation	
2.1.	Report 20-114, Equitable Recruitment and Hiring Policy (J. McCoy)	30 mins 1
3.	Consultation	
3.1.	Human Rights Policy Consultation with IEAC (C. Tanner)	20 mins 15
4.	Reports	
4.1.	Indigenous Education Team Update	15 mins
4.2.	Superintendent's Report	15 mins
a.	IEAC Action Tracking Log	22
4.3.	IEAC Report, 10 December 2020	2 mins 24
5.	Community Discussion	20 mins
6.	Standing Items	
6.1.	Analysis of Indigenous Data	5 mins
7.	Information and Invitation	5 mins
7.1.	Original Voices Youth Council, Wednesdays from 5:00-7:00 p.m.	
8.	Closing	

Memorandum

To: Indigenous Education Advisory Council

From: Janice McCoy, Superintendent of Human Resources

Date: 21 January 2021

Re: Report 20-114 Equitable Recruitment and Hiring Policy

Please find attached Report 20-114 -Equitable Recruitment and Hiring Policy for teachers, for purposes of the upcoming discussion at Indigenous Education Advisory Council (IEAC).

The draft policy was developed to comply with a draft Policy/Program Memorandum (PPM) released by the Ministry of Education following the repeal of Regulation 274 - Hiring Practices, as of the end of October 2020.

A final policy, revised to reflect the discussions at Committee of the Whole on December 8, 2020, and the December 15, 2020 Board meeting, will be submitted to the Board for final approval, once the final PPM has been released. The delay in issuing the final PPM provides an opportunity to solicit additional input and advice from additional stakeholders and advisory bodies, including IEAC.

Janice McCoy, Superintendent of Human Resources, will be in attendance at the meeting to provide a brief overview of the policy, answer questions and hear the Council's advice and feedback.



COMMITTEE OF THE WHOLE Report 20-114

8 DECEMBER 2020

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources, ext. 8207

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring (Appendix B).

CONTEXT:

2. Earlier this fall, the Ontario government announced its plan to revoke Regulation 274 - Hiring Practices, effective October 27, 2020. The regulation, which had been in effect since 2012, set out mandatory hiring processes for long term occasional and permanent teaching positions that placed significant emphasis on seniority, and restricted school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

When the regulation was repealed, the government issued interim hiring guidelines for school boards to follow, pending the release of a Policy/Program Memorandum. A draft PPM, which is attached at Appendix B, was released in early November, and sets out the parameters that school boards are required to include in locally developed hiring policies and practices. The final PPM is still pending as of the date of this report being released.

KEY CONSIDERATIONS:

3. The Indigenous, Equity and Human Rights Roadmap, presented to Committee of the Whole earlier this fall, outlines specific actions and accountabilities toward achieving the District's commitment to human rights, equity and inclusion. This includes ensuring that human resources policies and practices, including all recruitment and hiring processes, are aligned. This year's work plan for Human Resources included developing an equitable recruitment and hiring policy and the accompanying procedures. With the repeal of Regulation 274 and the new PPM, the development of a policy specific to teacher hiring was expedited for approval by December 31, 2020. Staff will be continuing consultations with various stakeholders through the spring to bring forward recommendations for

revisions that may be required so that the policy applies to all applicants, regardless of the position.

Pursuant to the PPM, the District is required to develop and implement local hiring policies and practices by the end of December 2020 which align with the expectations and requirements set out in the PPM. In summary, the PPM requires that school boards:

- establish fair, consistent and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession;
- ensure the requirements and selection criteria for hiring are clearly laid out and publicly available on their websites;
- develop hiring policies that include the following components:
 - diversity, equity and human rights;
 - qualifications and merit;
 - employment mobility;
 - fairness and transparency; and
 - monitoring and evaluation.

The draft policy P.105.HR, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity. The policy also specifically directs the development and implementation of equitable recruitment and hiring procedures for teachers. The procedures will be developed in consultation with the union representatives and other stakeholders. More specific guidance and expectations related the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

Work is also currently underway to develop a Human Rights Policy to articulate the Board's commitment to adhering to human rights principles in all aspects of the District's operations, as a service provider and employer. Policy P.105.HR will be reviewed following approval of that policy to ensure alignment, and revised as required.

RESOURCE IMPLICATIONS:

4. There are no significant financial implications associated with the development and implementation of the policy. The policy will have positive implications for human resources practices in the District, by centering the commitment to human rights and equity in the hiring processes.

COMMUNICATION/CONSULTATION:

5. Human Resources staff have met with representatives of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers' Bargaining Unit), OSSTF (Occasional Teachers') Ottawa Carleton Elementary Teachers' Federation and Ottawa Carleton Elementary Occasional Teachers' Association to provide an opportunity for them to provide input and feedback on the policy.

Representatives of principals and vice-principals also had an opportunity to provide input and feedback. Consultation with these stakeholder groups will continue with the development of the procedures.

The policy has also been informed by advice and guidance provided through a provincial working group of senior human resource professionals with regard to the PPM and its implementation.

STRATEGIC LINKS:

6. The development and implementation of an equitable recruitment and selection policy supports the District's commitment to a culture of caring and social responsibility.

RECOMMENDATION:

THAT the Board approve the draft Policy P.105.HR - Equitable Recruitment and Hiring of Teachers.

Janice McCoy
Superintendent of Human Resources

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

Appendice A to Report 20-114 Draft Hiring Policy
Appendice B to Report 20-114 Draft Teacher Hiring PPM

Appendix A to Report 20-114 Draft Hiring Policy

P.105.HR

TITLE: Equitable Recruitment and Hiring of Teachers

Date Issued:

Date Revised:

Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment and hiring practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB).

2.0 DEFINITIONS

In this policy,

- 2.1 Board** refers to the Board of Trustees.
- 2.2 District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.3 Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, age, race, creed, sex, sexual orientation, and socio-economic status.
- 2.4 Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5 Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.
- 2.6 Hiring** refers to the process for selecting teachers for permanent and long-term teaching positions based on merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and written assignments.

- 2.7 Recruitment** refers to the process for advertising, posting, and outreach activities to attract teachers based on the unique needs of OCDSB schools and their communities.
- 2.8 Teacher** refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

- 3.1** It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and equitable outcomes for all students. The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.

To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. The District is committed to the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

Guiding Principles

- 3.2** The OCDSB recognizes the positive effect of on the educational experiences and outcomes of historically under-served students when teachers reflect their identities. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.
- 3.3** All staff shall demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education for all students.
- 3.3** System and school leaders shall model actions to enhance equity and inclusion as an essential leadership competency.
- 3.4** All Human Resources processes, and actions by OCDSB employees to implement these processes, shall comply with the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*.
- 3.5** All applicants to positions with the District shall experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.
- 3.6** Hiring decisions must be based on providing the best possible education program for students and ensuring student safety and well-being.

- 3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail.

4.0 Specific Directives

- 4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.

a. Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. The District is committed to ensuring all employment policies and practices are non-discriminatory and to identifying and removing barriers for marginalized groups at each stage of the hiring process. Procedures will be established to collect and analyze voluntary demographic data at different stages of the recruitment and selection process.

b. Qualifications and Merit

In addition to adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria:

- i) valuing applicants’ additional lived experiences, skills, backgrounds, and work experience;
- ii) promoting the hiring of staff from under-represented groups and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;
- iii) providing the best possible program as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school and suitability for a particular assignment; and
- iv) responding to local needs based on clearly defined criteria, including qualifications.

c. Employment Mobility

Teacher hiring procedures will address employment mobility by permitting teachers who have relocated to apply for any teaching position (occasional, long-term occasional, or permanent) for which they are qualified, and to be granted an interview.

d. Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process);
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in Regulation 298, “Operation of Schools – General”, and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;
- a process and criteria for internal postings and external postings (e.g., establishing minimum posting dates; establishing outreach strategies to reach diverse candidates);
- recruitment processes to support hiring teachers with specialized qualifications
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the lived experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers’ Bargaining Unit.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario’s Equity Action Plan , 2017

Revocation of Ontario Regulation 274/12, Hiring Practices, October 2020

Policy/Program Memorandum No. xxx, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity



Appendix B to Report 20-114

Ministry of Education

DRAFT Policy/Program Memorandum

Date of Issue: DRAFT: November 4, 2020

Effective: XXXX, 2020

Subject: School Board Teacher Hiring Practices

Application:

Reference: This memorandum is effective following the revocation of Ontario Regulation 274/12, "Hiring Practices" on XXXX, 2020.

Purpose

The Ministry of Education is committed to having the best education system in the world in order to prepare our students¹ for success, now and in the future. To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

The purpose of this memorandum is to provide direction to school boards² on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on XXXX, 2020.

This memorandum is informed by leading research on pedagogy and best practices on creating a strong and diverse workforce in the education sector. It is also informed by the results of consultations with stakeholders who have asked for more fairness and flexibility, mobility, merit and quality in the hiring of teachers and in the development of a diverse teaching workforce.

Expectations for School Board Hiring Policies

¹ In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

² In this memorandum *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O, 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

All school boards in Ontario’s publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession. School boards’ requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

School boards are expected to include the following components in their teacher hiring policies:

- Diversity, Equity, and Human Rights
- Qualifications and Merit
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet needs of an increasingly diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. The way to achieve a diverse and representative workforce is to:

- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes, all steps – to ensure that no stage creates a barrier for candidates from under-represented backgrounds.

Qualifications and Merit

Although teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, school boards should also consider the importance of the following when developing their selection and evaluation criteria:

- valuing applicants' additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers; the ability to speak languages in addition to English or French; professional experience outside of the classroom; other experiences of well-rounded candidates, such as the ability to lead a school choir or orchestra);
- promoting the hiring of staff from under-represented groups;
- providing the best possible program as determined by the principal, and considering applicants' demonstrated:
 - teaching commitment;
 - experience or time spent in a particular school;
 - suitability for a particular assignment;
- responding to local needs based on clearly defined criteria, including qualifications.

Employment Mobility

The teacher hiring process should address employment mobility by:

- permitting qualified teachers who have relocated from other school boards in Ontario to be granted an interview;
- enabling all teachers, including those who have relocated from another board, to be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified.

Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring policies should include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process). The attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy;
- a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in Regulation 298, "Operation of Schools – General";
- a process and criteria for internal postings and external postings (e.g., for establishing minimum posting dates);
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers, with current contact information;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,

- a process for the disclosure of information to the Occasional Teachers' Bargaining Unit.

Monitoring and Evaluation

Boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring policy and make adjustments as necessary. This process should include:

- assessing the skills of their teacher workforce and identifying any gaps;
- determining the diversity of their teacher workforce and identifying any gaps in representation;
- ensuring that all employment policies, procedures, and practices are non-discriminatory.

Effective practices for monitoring and evaluation are outlined below to support school boards in this review process.

Effective Practices

To implement the expectations outlined in this memorandum and to ensure that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations. The ministry recommends that school boards develop the following effective practices where they are not already in place:

Candidate Selection

New Teachers

Hiring policies should acknowledge the importance of supporting the renewal in the teacher workforce and help to provide career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity of perspectives;
- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

Representation

Encouraging diversity of the teaching workforce in the school board is vital because the workforce should be reflective and representative of the community. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized students.

As stated above, school boards should examine each part of the teacher hiring process – from setting job requirements to the recruitment, application, screening, interview, and selection processes – to ensure they are not creating barriers for candidates from various under-represented backgrounds.

Special Programs

The Ontario *Human Rights Code* enables organizations to create temporary special measures, referred to as “special programs”, to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face disadvantage and discrimination. Where people from specific marginalized communities are demonstrably under-represented in a board’s workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

Monitoring and Evaluation

Data Collection

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision.

Several boards in the province have collected voluntary workforce data through a staff census. When analysing census results, it may be helpful for school boards to consider the following questions:

- Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- What identities, and intersections of identities, should be represented in the teacher workforce in order to help to meet the needs of the school board community?

Fair and equitable teacher hiring practices need to address under-representations in the existing workforce, and these under-representations are best identified through voluntary demographic data collection. School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

Employment Systems Review (ESR)

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture

for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

A centralized applicant tracking and file management system for all hiring-related documentation is recommended as a key monitoring tool. In some boards, such a system may already be in place.

DRAFT

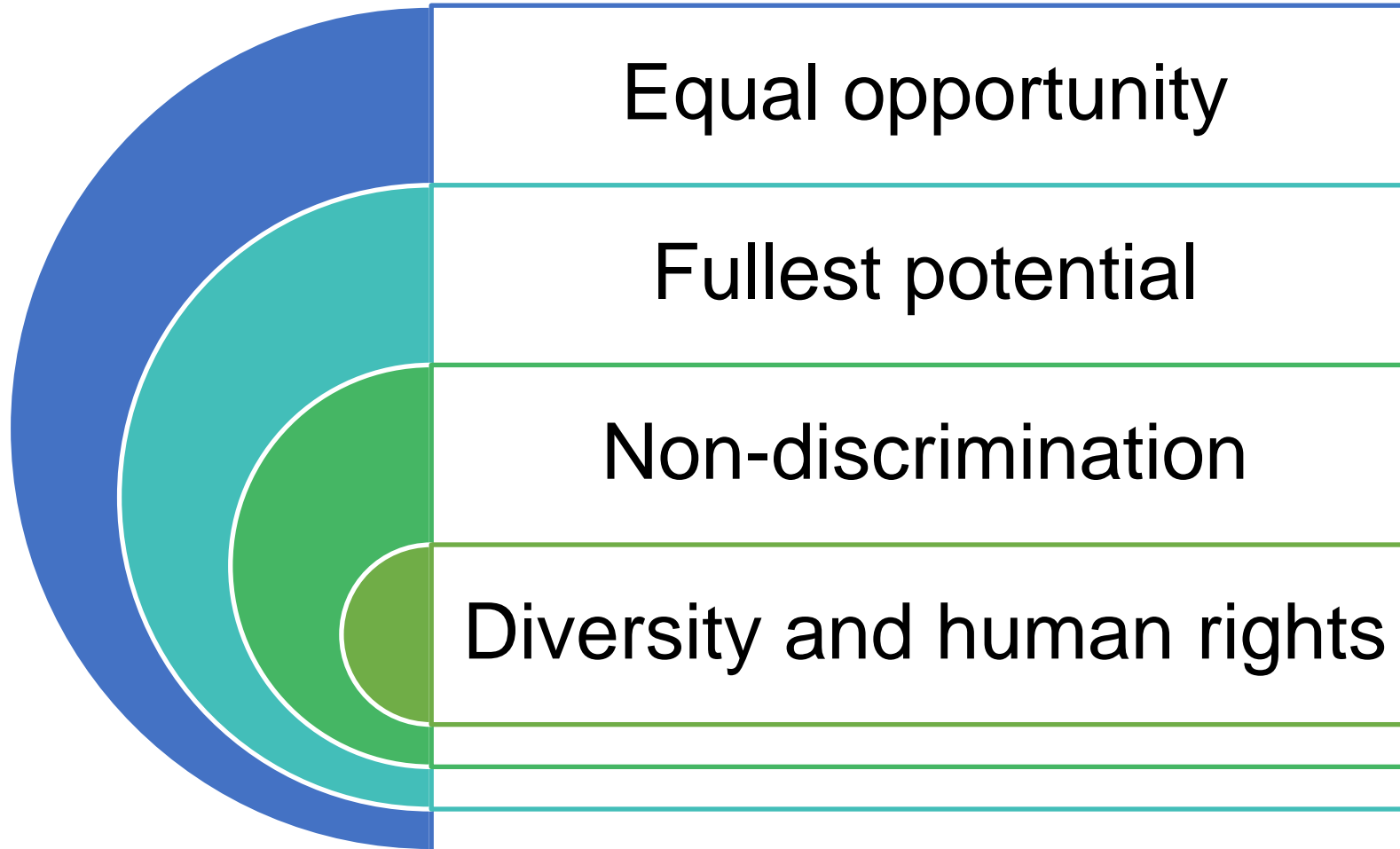


*... we are all born free and equal in dignity and
rights...*

Universal Declaration of Human Rights

PHASE 1 – Building a Human Rights Policy







Article 15 Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which *shall* be appropriately reflected in education



Consultation Questions



What would help Indigenous families and children build trust in a complaints process?

Should prohibited grounds of discrimination be expanded to include socio-economic status, political beliefs, language, class, other grounds?

What issues are priorities for Indigenous families and children? Are there any special consideration we should keep in mind?

How can we ensure Indigenous families and children are aware of the policy and how to use it?

What does a complaints process look like that would work for Indigenous families and children? What are important considerations?



OHRC Grounds Protected from Discrimination



Race-related

- race
- ancestry
- colour
- citizenship
- ethnic origin
- place of origin
- creed

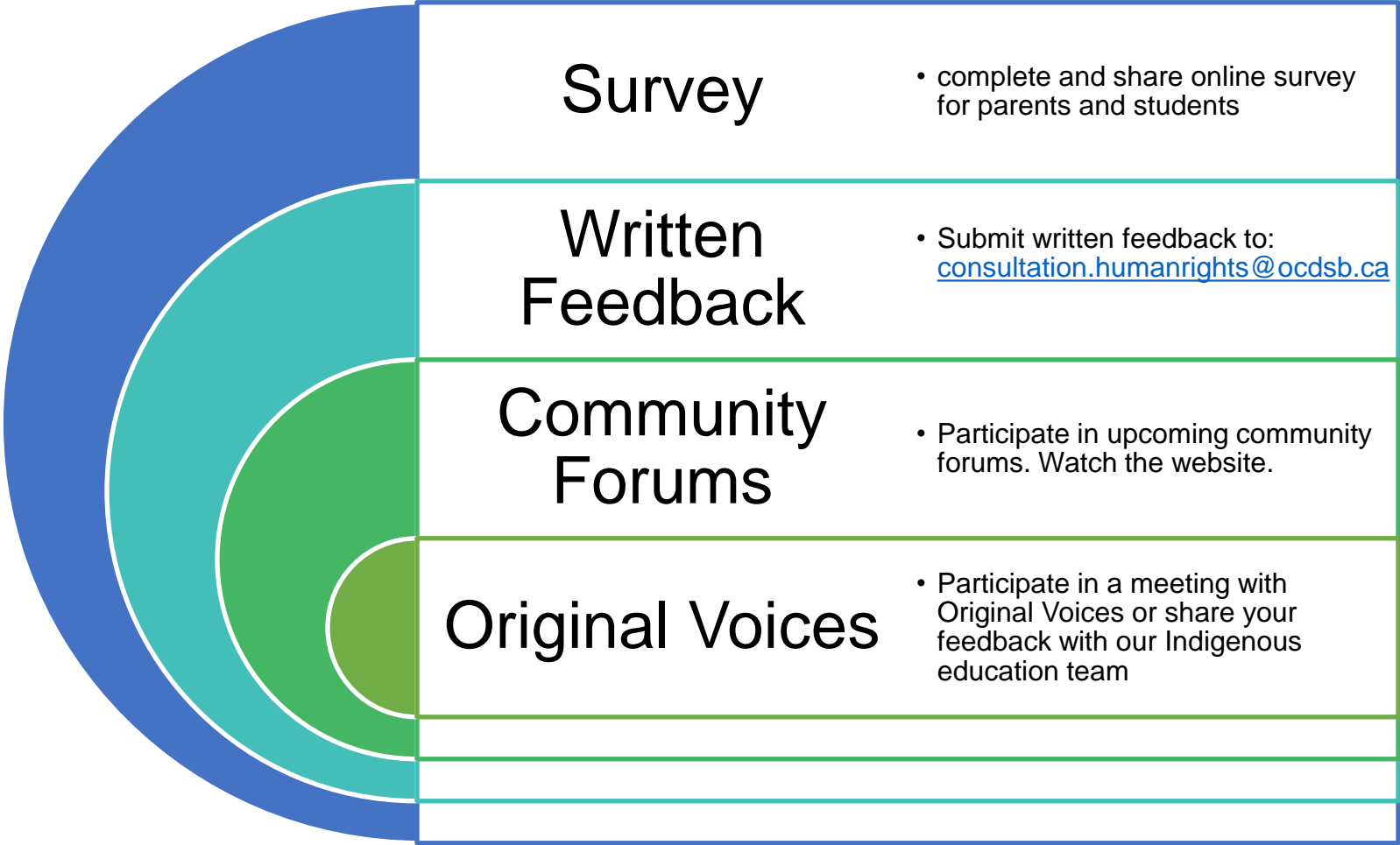
Sex-related

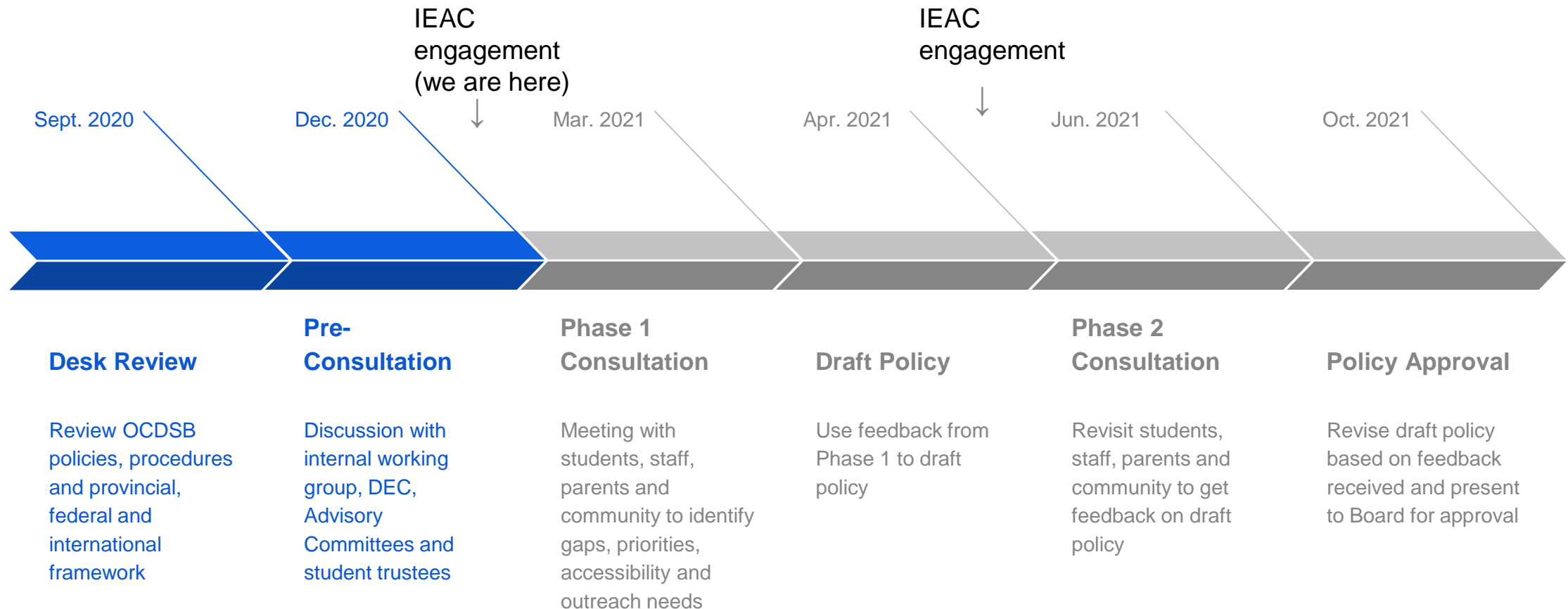
- sex
- sexual orientation
- gender identity
- gender expression

Other attributes

- disability
- age
- family status
- marital status
- receipt of public assistance (only housing)
- record of offences (only employment)

How can Indigenous families and children engage in the process?





consultation.humanrights@ocdsb.ca

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 Indigneous 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.Manatch		
7	10 December 2020	Determine a timeline for sharing aggregate data from the Valuing Voices - Identity Matters Survey with the Indigenous Education Team.	M. Giroux D. Baker J. Alexander	M.Manatch		
8	10 December 2020	Send a email to IEAC to disclose the upcoming Indigenous data analysis.	J. Oracheski	Trustee Bell (acting trustee for this particular meeting)		
8	10 December 2020	Commit to Indigenous voter representation on all advisory committees at the OCDSB	Trustee Ellis	I. McHugh		



INDIGENOUS EDUCATION ADVISORY COUNCIL

December 10, 2020

6:00 pm

Zoom Meeting

Members: Albert Dumont, Monique Manatch, Inini McHugh, Stephanie Mikki Adams, Romaine Mitchell, Lili Miller

Indigenous Education Staff: Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Kris Meawasige (Indigenous Student Support and Re-engagement Coordinator), Kareena Butler (Indigenous Education Itinerant Teacher), Kyl Morrison (Indigenous Graduation Coach)

Other Staff and Guests: Justine Bell (Trustee), Donna Blackburn (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Shannon Smith (Superintendent of Instruction), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Wayne Alourt, Joe Ross (Science Instructional Coach), Sonia Nadon-Campbell (SEAC), Kim Jerome (Odawa Friendship Centre), Felix Weekes, Francois Gravelle (University of Ottawa) and Leigh Fenton (Board/Committee Coordinator)

1. Opening

Elder Albert Dumont opened the meeting.

2. Community Discussion

No new community discussion items were raised.

3. Delegation

3.1 Felix Weekes, Odawa Native Friendship Centre

Ms. Kim Jerome, the Executive Director of the Odawa Native Friendship Centre, described her support for the Inner-City Children (ICC) – Youth Healers Mentorship Program to expand on the traditional cultural support systems the elders provide by cultivating mentorship in the community. Odawa intends to provide training and support to the Indigenous and non-Indigenous students who

will, in turn, provide mentorship to the next generation of youth protégés. The program aims to become fully self-sustaining, with protégés eventually taking the place of mentors. She stated that Indigenous youth who have mentors are more likely to attend college, show improved attitudes towards learning in school and possess higher self-esteem. One of the goals of the program is to build strong relationships with the school board, local universities and colleges, and the City of Ottawa.

ICC Youth founder, Mr. Felix Weekes, stated that the program began in 1986 for Black youth in Montreal's Little Burgundy community. Today, the mandate of the program remains to foster partnerships with existing social agencies to identify "at risk" children and offer them the opportunity to develop mentor-protégé relationships with students enrolled in undergraduate institutions. The in-school mentoring program uses a social development model promoting both recreation and leisure.

Trustee Ellis noted that as the former school council chair at Rideau High School, he saw the positive impacts of the after school sports program. One of the greatest benefits from the program was the relationships that were built. This resulted in participants confiding in the coaches and addressing issues to the benefit of the children and young adults.

University of Ottawa Associate Professor in the School of Human Kinetics, Francois Gravelle, reported that he is the co-director of the Sports, Exercise and Active Leisure (SEAL) research group. In the past he has collaborated with Mr. Weekes to provide 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 in the adaptation of a mentorship/social integration program, in conjunction with the Odawa indigenous program. They have begun discussions leading to the development of targeted applied research initiatives, involving Indigenous youths aimed at the adaptation and implementation of the program, focused on upholding Indigenous culture.

In response to questions during the discussion period, the following points were raised:

- In response to Vice Principal Alexander's inquiry as to whether the framework of the program is solely sports-based or if land-based teaching will be incorporated, Ms. Jerome responded that the program is to be Indigenous-led. She explained that they are working on setting up activities in the bush to re-teach culture. She highlighted that intergenerational trauma can begin to heal through Indigenous mentorship. Mentorship is widely needed for the Indigenous youth who

leave the reserve and become isolated off-reserve. There are plans underway to build a specific youth centre to welcome students from this program at the Odawa Friendship Centre;

- Trustee Ellis stated that in his experience, a program such as this contributes to breaking down some prejudices held, consciously or unconsciously, by non-Indigenous people;
- Mr. Weekes noted that the programming for schools will be primarily located in the Overbrook/Vanier area of the city;
- Mr. Weekes confirmed that this program has not yet been initiated with Indigenous groups but the model was successful with Black students from the OCDSB in former years; and
- Mr. Meawasige noted that the Indigenous School Mentorship program offers an opportunity for Carleton University students to work as peer mentors with Indigenous elementary and high-school students in the Ottawa area. This program continues virtually. He queried more information on ICC's continual connection with school boards to maintain communication and build relationships with staff. Mr. Weekes responded that in the past they have worked closely with mentors, teachers and staff bi-weekly or monthly, as required.

Superintendent Baker noted that to protect the interests of the Board, its schools and students, all education-business relationships will be subject to review by the Ottawa-Carleton Research and Evaluation Advisory Committee (OCREAC). Manager Oracheski described the committee as being composed of members from both the Ottawa Catholic School Board (OCSB) and the Ottawa-Carleton District School Board (OCDSB). The role of the committee is to support and encourage research applications to conduct non-Board initiated research. OCREAC reviews all applications to ensure that proper procedures and guidelines are adhered to when conducting research with students, parents and staff. Manager Oracheski noted that due to the pandemic, all extended research applications have been put on hold until further notice.

Superintendent Baker agreed that she could connect with Ms. Jerome for further details on the program in the future. Ms. Manatch concluded that the program promises to be beneficial and should more questions arise, the Council will connect with ICC.

4. Presentations

4.1. Report 20-085, Annual Report on Student Suspensions (2019-2020) **(M.Giroux)**

Your Council had before it Report 20-085, presenting the annual report on student suspensions, including findings from analyses undertaken on 2019-2020 student suspension data, in conjunction with Valuing Voices – Identity Matters! Student Survey data, to identify groups of students who may be under or overrepresented in the data and the differences in the rates of student suspension across the District.

Ms. Manatch disclosed that she is a member of the District's Technical Advisory Group (TAG) to support the work on reporting with identity based data. She queried additional information on the suppression of data as it pertained to the Inuit population. Manager Orcheski reported that when examining data, the District must be respectful of privacy. Whenever results are reported for a small number of survey-takers, there is a chance that the anonymity of that population may be compromised. If there are fewer than ten students in the target group, the data is required to be suppressed. Ms. Manatch noted that when she participated in the focus group in advance of the launch of the survey, the Indigenous community made a point of explaining that the numbers of Indigenous respondents would be few. She inquired whether the Research, Evaluation and Analytics Division (READ) would continue to suppress data in the analysis of data or combine all Indigenous responses. Manager Orcheski indicated her support for working with the community to come up with an acceptable solution that respects individual privacy.

Manager Orcheski reported that READ is working with Communications and Information Services to prepare an infographic which will breakdown four of the demographic questions from the Valuing Voices survey: race, Indigenous identity, gender identity and disability. In a prototype form, the infographic will include a response option for the Inuit community indicating that there were fewer than ten students who had been suspended, along with the total number of students who had responded. There is also the option of reporting on the broader Indigenous community to include First Nations, Métis and Inuit together. Ms. Miller highlighted that there were less than ten Inuit suspensions of the 146 Inuit families who responded to the survey.

Manager Orcheski shared that READ examined a variety of ways of grouping students due to the way questions were written on the survey. Students could select as many responses options as applied to them. The suspension report used mutually exclusive identity groupings. For example, some students who identified as First Nations may have also identified as Métis or Inuit. The students who answered the survey with multiple identities will not have been reflected in the suspension report data. Another option would be to consider grouping students according to each response option indicated. Even with this approach, there were still fewer than 10 students who identified as Inuit and who were suspended and suppression of data was still required. The impact on the actual suspension rates for First Nations and Métis was reduced by .2% using

this method. The impact on disproportionality and disparity was reduced to .01.

Manager Orcheski explained that disproportionality is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population, whereas disparity is a measure that compares outcomes of one group to that of another. In both cases. A value of 1.0 indicates equal representation or no difference in outcomes. A value greater than 1.0 reflects overrepresentation or higher risk. A value less than 1.0 reflects underrepresentation or lower risk. Calculations of disproportionality and disparity are significantly impacted by small numbers. A general rule-of-thumb is to have a minimum sample size of 10 in a target group and a minimum population size of 30, otherwise estimates are not reliable. Meaningful interpretation of disproportionality rates and disparity ratios require the establishment of a threshold. The District-level thresholds will need to be determined in consultation with community partners in order to identify targets and monitor progress towards addressing existing inequities and inequalities. This will be a key task for the TAG by the end of June 2021.

Ms. Manatch noted that the Indigenous representatives from the community who were encouraged to support the Valuing Voices – Identity Matters! Student Survey specifically requested that the raw data be shared with their community through the Indigenous Education Team at the District. Manager Orcheski responded that the District has identified the need to develop data sharing protocols with First Nation communities as a priority. Most members of the READ team have been trained in the First Nations Principles of Ownership, Control, Access and Possession (OCAP). READ is seeking advice from the Council as to the specific communities or organizations that they should speak to first. Ms. Manatch queried whether the Indigenous Education Advisory Council (IEAC) will have access to the raw data, as the Council is not considered a First Nation. Manager Orcheski acknowledged that there may be other communities and organizations, including the Inuit and Métis communities who may be interested in having access to their data, but the first priority should be with the First Nation communities themselves. She noted that another element of the data standards is the requirement to be producing open data files. While READ has not completed the preparation of the open data file to accompany the suspension report, this work is also underway and will be made available for public access.

Ms. Manatch queried the process and the timeline for sharing the aggregate data with the Indigenous Education Team. Manager Orcheski replied that this discussion will likely need to occur through a meeting with Executive Officer Michele Giroux and Superintendent Baker, in conjunction with the Indigenous Education and Equity and Diversity Teams. Ms. Manatch highlighted that Indigenous people have been the target of research historically and it is a sensitive issue. She underscored that the request to have access to their data

should be facilitated and respected.

Mr. McHugh noted that in some surveys, he has noticed that the respondent must choose from a multiple choice answer rather than an “all that apply” identity. Manager Oracheski submitted that the Valuing Voices – Identity Matters! Student Survey was unique in that students could self-identify in numerous ways. She added that while the Student Information System (Trillium) allows for a singular Indigenous identity category, and offered to share this feedback with the Ministry; however she was unsure how much leverage she would have to make a change.

Ms. Manatch voiced concern that though the Valuing Voices – Identity Matters! Student Survey was written and introduced with a focus on cultural awareness, the analysis of the survey is not being done using an Indigenous lens, but rather a colonial lens, which has yet to show a benefit to the Indigenous community. Secondly, she noted that the student supports to complete the surveys were school-based supports. Indigenous students may not have been provided with adequate, cultural support to assist them with the completion of the exercise.

Mr. Meawasige introduced Ms. Stephanie Adams, Executive Director of the Inuuqatigiit Centre for Inuit Children, Youth and Families and welcomed her to IEAC. Ms. Adams commended IEAC for its support to Indigenous children, youth and families in Ottawa. She attested to the difficulties settling in an urban setting after living in an isolated local community of 2,500 people. It is thought that upwards of 10,000 Inuit people live in the Ottawa region, however using modern methods of data collection, this number is presumably understated. The Inuit population is growing in Canada’s capital.

Mr. Morrison noted the use of binary language listed throughout the survey and reports. He recommended that this be changed in future reporting to recognize the non-binary population.

In response to a reference group query from Ms. Manatch, Manager Oracheski stated that when calculating disparity indices, a comparison group needs to be identified. In the case of race, the comparison group was “all other students”, for example, to calculate disparity for students who identified as Indigenous to the question about race, students who did not select “Indigenous” as a race category would have been included in the comparison group. While the data standards themselves provide examples to consider the group that is least likely to experience barriers or bias and White (European Descent) was amongst them, there was concern that choosing a particular group for comparison would reinforce that particular group as the “standard to strive for” or reinforce privilege. A conversation about appropriate comparisons, not only within READ, but with other jurisdictions undertaking the work across the province, has provided additional opportunities to reflect on possible approaches. Staff has also benefited from webinars and professional learning opportunities that focus

on analyzing data through an equity lens. The group of comparison for the Indigenous identity question, as presented in the suspension report, was the non-Indigenous group. Manager Orcheski queried whether IEAC viewed it as acceptable to draw such a comparison or if the same standards be applied as those to the race question where, for example, the comparison group for First Nation would include the following response options: no Indigenous background, Métis or Inuit. Ms. Manatch questioned the benefit of the disparity approach. Manager Orcheski conveyed that Ontario Data Standards for the Identification and Monitoring of Systemic Racism stipulate that either disparity or disproportionality must be measured and reported. She noted that the data standards are publicly available. A data standards link will be distributed to the IEAC for additional reference information.

Ms. Manatch concluded by expressing the views that Indigenous participation is required for data analysis of Indigenous communities, research on Indigenous communities should be Indigenous led, and information is needed on how data on Indigenous people will be used. Superintendent Baker noted that guiding the direction on how the District conducts information is important. She noted the intent of TAG was to ensure that there was diverse representation when the data was being analysed. She thanked the Council for their input and Manager Orcheski for her presence and stated that the next iteration of data summaries may be presented differently based on conversations such as these.

Trustee Bell suggested that READ return to IEAC to present on the upcoming analysis of the data or send an email to the Council with an outline of the intended studies. Ms. Manatch supported the suggestion of an email to share with IEAC for future discussion. Mr. Mitchell reflected that the topic of data is fluid and it would be interesting to monitor the changes year over year. Ms. Manatch recommended that the analysis of Indigenous data be kept on the agenda as a standing item.

4.2 Report 20-084, The Development of a Human Rights Policy

Your Council had before it, Report 20-084, reviewing the plan to develop a human rights policy.

Human Rights and Equity Advisor Tanner introduced herself as newly having returned to Canada after working as a lawyer for twenty years on human rights and anti-discrimination issues in Canada, Uganda, Timor-Leste and Nepal. She stated the right to education is fundamentally important to everyone. The purpose of the Office of the Human Rights and Equity Advisor is to identify any barriers in the current practises and systems. A human rights policy is a way for people to promote and protect human rights and bring forward human rights concerns to seek early or formal resolution. She stated that this new policy would benefit from the wisdom of the people at IEAC.

Human Rights and Equity Advisor Tanner briefly reviewed a presentation on the development of a human rights policy, highlighting the international, domestic and provincial legislation in place to protect fundamental human rights in Canada. She highlighted the UN Declaration on the Rights of Indigenous Peoples. She noted when formulating a policy it is important to describe the tenants, guidance, roles and responsibilities and the importance of developing procedures to accompany the policy, including a complaints procedure(s) accessible to all users. The procedure should work well for the people the policy is intended to serve: students, employees, families and community members. She requested Indigenous input on Indigenous priorities for the policy to gain insight into how to develop a complaints mechanism(s) that Indigenous Peoples will be comfortable using.

Ms. Manatch commented that the District should advocate for an Indigenous Trustee on the Board of Trustees. Mr. McHugh noted that he raised this subject at the Advisory Committee on Equity (ACE) meeting on 29 October 2020. He mentioned that there is legislation in place to appoint Indigenous Trustees to school boards providing there is a reservation in the catchment area. As Ottawa territory does not have a reservation, the guidelines set by the Ministry of Education are preventative. He maintained that there are a large number of students who attend the OCDSB and therefore a change could be implemented.

Trustee Ellis suggested that IEAC may be permitted to participate at Committee of the Whole and Committee of the Whole Budget without involving the Ministry of Education. He added that the Committee of the Whole - Budget meeting is the forum where decisions on District spending occur. Superintendent Baker stated that this is a decision that IEAC can make and recommend to the Board. In terms of an Indigenous Trustee position, she noted that a regulation in the Education Act establishes First Nations representation on school boards where there is reservation or a reciprocal education agreement between a Band Council and the school board, there can be a determination by the Band Council on a representative to sit as a voting member of that school board.

Mr. Mitchell noted that First Nations Representation on Boards is listed in Ontario Regulation 462/97 of the Education Act. In this document there is language describing the threshold number of Indigenous students coming from the territory required for a Reverse Education Agreement (RES). He supported the letter to the Ministry for the revision of this regulation. He noted that both the North York in Toronto and Renfrew County hold Indigenous trustee positions on their school boards.

Mr. McHugh emphasized his commitment to have Indigenous voting-member representation on all District committees. Trustee Ellis noted that he would be pleased to work with IEAC members and Board Services to bring forward a motion to have an Indigenous representative at the advisory committees of the

Board and the Committee of the Whole. Further, Mr. McHugh expressed the view that three Indigenous voting members should be appointed to each committee: First Nations, Métis and Inuit. Trustee Ellis submitted that it would be difficult to lobby for more than one IEAC representative to sit on each of the committees. Superintendent Baker suggested that Trustee Ellis liaise with Trustee Hough and Trustee Bell to work on inviting Indigenous members of the community to participate in committees of the Board as voting members.

Ms. Manatch recommended that a steering committee be struck for the development of the human rights policy and that Indigenous representation is included. Human Rights and Equity Advisor Tanner agreed to this mechanism in the development of the new policy. She is looking forward to engaging students in the “grassroots” policy development process. She requested support from IEAC on how best to seek guidance from the Indigenous community, noting that feedback can be communicated back to her office.

5. Reports - Deferred

5.1 Superintendent’s Report

This item was deferred to the 21 January 2021 IEAC meeting.

5.2 22 October 2020, IEAC Report

The IEAC report of 22 October 2020 was received.

5.3 IEAC Action Tracking Log

This item was deferred to the 21 January 2021 IEAC meeting.

6. Information and Invitation

Sonia Nadon-Campbell introduced herself as being Indigenous and French. She noted that she had recently been re-elected the Chair of the Special Education Advisory Committee (SEAC) for a second term. She is proud to advocate for youth with special needs and is a mother to three children, two of which have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). In the past, she has volunteered for the Board of Directors at Makonsag. Currently she sits on the Board of Directors for Roberts/Smart Centre, who employs a team of people trained in the area of managing and treating youth mental health and behavioural disorders.

7. Closing

Elder Dumont offered a closing at 8:26 p.m.