

ADVISORY COMMITTEE ON EQUITY

Thursday, February 25, 2021, 6:00 pm
Zoom Meeting

| | | | Pages |
|------|---|---------|-------|
| 1. | Welcome | 3 mins | |
| 1.1. | Land Acknowledgement | | |
| 1.2. | Approval of the Agenda | | |
| 2. | Community Discussion - Open Space | | |
| 2.1. | Indigenous, Equity and Human Rights Roadmap: Ways to Align ACE's Activities to the Roadmap | 20 mins | 1 |
| 3. | Reports | | |
| 3.1. | Superintendent's Report | 10 mins | |
| | a. Indigenous Education, Human Rights and Equity Organization Structure | | 37 |
| 3.2. | ACE Report, 28 January 2021 | 2 mins | 39 |
| 3.3. | Committee of the Whole Report | 5 mins | |
| 3.4. | Committee of the Whole, Budget | 5 mins | |
| 3.5. | Advisory Committee on Extended Day and Child Care Programs | 5 mins | |
| 4. | Presentations | | |
| 4.1. | Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (M. Giroux) | 60 mins | 53 |
| 5. | - BREAK - | 10 mins | |
| 6. | Standing Items | | |
| 6.1. | Update from Steering Committee Representatives on Police Involvement in Schools | 5 mins | |

| | | |
|------|---|---------|
| 6.2. | Equitable Hiring and Recruitment Policy and Procedure | 2 mins |
| 6.3. | Valuing Voices: Identity Matters Student Survey Data | 2 mins |
| 7. | New Business and Event Announcements | |
| 7.1. | Future Breakout Rooms for Discussions | 2 mins |
| 7.2. | Speakers Lists | 2 mins |
| 7.3. | ACE Subcommittees | 10 mins |
| 7.4. | Other Announcements from Members | 5 mins |
| 8. | Adjournment | 2 mins |

Indigenous, Equity and Human Rights Roadmap



Eliminating Barriers to Success 2020-2023

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

- Professor George Dei



Land Acknowledgement

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

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

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



UN International Decade for People of African Descent 2015-2024

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

Students Are Why We Are Here

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

See Me, Hear My Story

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

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

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

Some OCDSB students live in two-parent families with mom and dad or two moms or two dads. Some live with family or friends who are their guardians. Some live in blended families. Some live with multiple generations under one roof. Some live in a single-parent household. Some live on their own. Some live with foster parents. Some live in group homes. Some live with multiple families under one roof. Some live in subsidized or multimillion-dollar houses. Some live in apartments or single, duplex or multi-story homes in rural, suburban and urban neighbourhoods. Some walk across the street to school. Some ride across the city on a bike, in a car, a taxi or on a public or school bus. Some cross provincial and international borders to attend our schools.

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

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

"Educational equity means each child receives what he or she needs to develop to his or her full academic and social potential."

- National Equity Project

We Are Indigenous

See Us, Hear Our Stories

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



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

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

Our Story by the Numbers

Valuing Voices: Identity Matters!

Knowledge and understanding of the wide range of lived experiences, hopes and dreams of students at the OCDSB is foundational to serving them well. The Valuing Voices: Identity Matters! Student Survey, 2020 tells a story of the diversity of identity and perceptions of the students whom we serve. The categories below reflect the language used in the Valuing Voices survey and were developed using the data fields recommended in Ontario's anti-racism data standards¹. In addition, the OCDSB also wanted to understand the individual and intersecting impact of gender identity and income.

| Demographic Categories | OCDSB (%) JK-6 (Parents) | OCDSB (%) 7-12 (Students) | Ottawa (%) 2016 Census |
|---|-----------------------------|------------------------------|---------------------------|
| Indigenous | | | 2.1% |
| First Nation | 2.3% | 2.5% | 1.2% |
| Métis | 0.9% | 1.1% | 1% |
| Inuit | 0.7% | 0.6% | 0.1% |
| Other* | | | 0.1% |
| Status in Canada | | | |
| Born in Canada (YES) | 83.1% | 77.9% | 74.7% |
| Born in Canada (NO) | 16.9% | 22.1% | 23.6% |
| Racial Background | | | |
| Black (African, Afro-Caribbean, African-Canadian descent) | 7.3% | 9.3% | 6.6% |
| East Asian (Chinese, Korean, Japanese, Taiwanese descent) | 8.5% | 11.4% | 5.1% |
| Indigenous (First Nations, Métis, Inuit descent) | 2.0% | 2.4% | 2.5% |
| Latino/Latina/Latinx (Latin American, Hispanic descent) | 2.1% | 2.8% | 1.2% |
| Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.) | 15.3% | 14.4% | 5.5% |
| South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.) | 8.1% | 8.2% | 4.2% |
| Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent) | 3.2% | 4.0% | 2.6% |
| White (European descent) | 62% | 57.7% | 73.7% |
| A racial group not listed above (Central Asian-Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan- Indian, Mixed. | 3.1% | 1.2% | 0.3% |

Our Story by the Numbers

| Demographic Categories | OCDSB (%) JK-6 (Parents) | OCDSB (%) 7-12 (Students) | Ottawa (%) 2016 Census |
|------------------------|-----------------------------|------------------------------|---------------------------|
| Income | | | |
| <\$19,999 | 4.7% | | 8.5% |
| \$20,000 - \$39,999 | 8.6% | | 11.8% |
| \$40,000 - \$59,999 | 6.4% | | 13.1% |
| \$60,000 - \$79,999 | 6.3% | | 12.8% |
| \$80,000 - \$99,999 | 8.1% | | 11.7% |
| \$100,000 - \$119,000 | 9.2% | | 42.0% |
| \$120,000 - \$139,000 | 8.0% | | 42.0% |
| >\$140,000 | 29.8% | | 42.0% |
| I prefer not to answer | 19.1% | | |

| Demographic Categories | OCDSB (%) JK-6 (Parents) | OCDSB (%) 7-12 (Students) |
|--|-----------------------------|------------------------------|
| Religious and Spiritual Practices | | |
| Christian | 28.8% | 25.1% |
| Muslim | 20% | 19% |
| Jewish | 2.1% | 2.1% |
| Gender Identity | | |
| Boy or man | 51.8% | 47.3% |
| Gender Fluid | 0.2% | 0.6% |
| Gender Non-conforming | 0.2% | 0.4% |
| Girl or woman | 47% | 48.2% |
| Non-Binary | 0.1% | 0.8% |
| Questioning | 0.2% | 1.0% |
| Trans boy or man | 0.1% | 0.6% |
| Trans girl or woman | 0.1% | 0.3% |
| Two-Spirit | <0.1% | 0.3% |
| Gender identity(ies) not listed above | 0.3% | 1.6% |
| Not sure | 0.8% | 0.6% |
| I do not understand this question | 0.7% | 0.5% |
| I prefer not to answer | 1.0% | 1.0% |

| Demographic Categories | OCDSB (%) JK-6 (Parents) | OCDSB (%) 7-12 (Students) |
|---|-----------------------------|------------------------------|
| Sexual Orientation | | |
| Straight / heterosexual | 54.7% | 79.4% |
| Lesbian | 0.1% | 1.4% |
| Gay | 0.1% | 1.0% |
| Bisexual | 0.3% | 7.1% |
| Two-Spirit | <0.1% | 0.2% |
| Queer | <0.1% | 1.0% |
| Questioning | 0.4% | 2.1% |
| Asexual | 0.1% | 1.3% |
| Pansexual | <0.1% | 2.1% |
| A sexual orientation(s) not listed | 3.5% | 1.0% |
| Not sure | 28.4% | 3.2% |
| I do not understand this question | 3.5% | 1.9% |
| I prefer not to answer | 12.0% | 3.9% |
| Disability Status | | |
| Do you consider yourself to be a person with a disability(ies)? | | |
| Yes | 9.4% | 8.7% |
| No | 86.9% | 78.6% |
| Not Sure | 2.6% | 8.9% |
| I do not understand this question | 0.2% | 1.3% |
| I prefer not to answer | 0.9% | 2.4% |

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

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



Common Terms

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

| | |
|-------------------------------|--|
| ABC | Acronym for people who identify as being of African, Black and African-Caribbean descent. |
| Anti-Black Racism | Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy. |
| Anti-Indigenous Racism | The ongoing race-based discrimination, negative stereotyping and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. |
| Anti-racism | An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes. |
| Anti-oppression | The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often further empowering and/or privileging the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; or it may be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppressions in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities. |
| Inclusive Design | The six threads of Inclusive Design are designing instruction; engaging parents, families, Elders and communities; establishing environment as the third teacher; building staff leadership/capacity; analyzing data; responding to student voice. |
| Intersectionality | A theoretical framework for understanding how aspects of a person's social and political identities (e.g., gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege. |
| Racialized | Racialized persons and/or groups can have racial meanings attributed to them by society in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia. Racialization is the process by which societies construct races as real, different and unequal. |
| Minoritized | Minoritized persons and/or groups are a racial, ethnic, religious, or social subdivision (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty) of a society that is pushed to the margins in political, financial, or social power often by means of institutional or systemic bias and discrimination. Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogeneous friendship groups, or places of worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness. |

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

The Ottawa-Carleton District School Board has a strong commitment to human rights, equity and inclusion, and while many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do.

The OCDSB recognizes the inherent dignity and equal rights of all people enshrined in the Universal Declaration of Human Rights and reflected in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. The Ontario Human Rights Code protects OCDSB students and staff from discrimination and harassment on the basis of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex, family status, marital status, sexual orientation, gender identity and gender expression. Despite these protections, as a school district we acknowledge that oppression and discrimination still exist within our systems, structures, policies and practices. It shows up specifically as racism and more specifically anti-Indigenous and anti-Black racism; Islamophobia, antisemitism, and anti-Sikhism; ableism; sexism, transphobia and homophobia.

It is compounded by the intersection of various aspects of each person's unique identity, including classism and socio-economic status. It shows up as disproportionate representation in our staffing and leadership structures; a curriculum that is Eurocentric and that does not reflect the

rich ethnic and cultural diversity of our student population and the world; over-representation of Indigenous, Black, minoritized, 2SLGBTQ+ and special education students in discipline, including suspensions, expulsions, exclusions and interactions with the police; disproportionate representation in locally developed and applied versus academic pathways and specialized programs; higher dropout rates and lower graduation rates. The perpetuation of these systemic barriers results in disparity in achievement and well-being outcomes and experiences for these students.

Disrupting and addressing these systems, structures, policies and practices by actively engaging in an anti-oppression, anti-

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

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



Background

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

Truth and Reconciliation

In 2015, the Truth and Reconciliation Commission (TRC) put forth 94 Calls to Action for Canadians to repair the relationship with Indigenous peoples. Calls 62 and 63 in particular set out the ways in which the education sector can ensure accountability while working towards reconciliation.

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

The Calls to Action are consistent with the principles endorsed by Canada in 2010 in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), particularly Articles 14 and 15 which reinforce the rights of Indigenous peoples to have the dignity and diversity of their cultures, traditions, histories and aspirations reflected in education.

Article 14

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

Article 15

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

Furthermore, the Ontario First Nations, Métis and Inuit Policy Framework 2007 ensures accountability for addressing the importance of data-driven decision making, support for staff and students, and engagement with the Indigenous community through establishing relationships and partnerships.

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

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

In 2018, the OCDSB adopted and committed to the intent of the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected. The District specifically committed to developing and undertaking work on Ontario's Education Equity Action Plan; to improve equity of access and opportunity for students of African descent to reduce barriers to learning; intentionally adopt practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent; collect and use identity-based data to measure progress and inform decisions on policy and programs that impact the education of students of African descent; and engage with parents and community organizations comprising people of African descent in Ottawa to support their sense of belonging in the OCDSB education community. There is an overwhelming urgency for action in the face of disparities and disproportionalities in access, opportunity and outcomes for students and staff of African descent.



Valuing Voices: Identity Matters! Student Survey

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

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

The feedback provided by the participants in these focus groups mirrored the experiences shared over the years by students, parents and staff from Indigenous, Black and minoritized communities of persistent systemic inequities and harmful historical legacies. Students have recounted experiences of being streamed into locally developed or applied versus academic courses, of educators having low expectations of them, or feeling culturally unsafe due to experiences of racism and oppression. They have shared that they do not see themselves in the curriculum, resources or learning experiences.



Parents and communities have expressed concern about inequitable achievement, graduation and school leaving rates; under-representation in some District programs and over-representation in others; and, disproportionate rates of suspension, expulsion and exclusion. They have expressed a lack of trust in the District's ability to nurture their children's true potential for growth and development. Staff members have expressed concerns about staff assignments and limited leadership opportunities and of ineffective financial and human resources with which to serve vulnerable students.

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

The Roadmap Forward

The Indigenous, Equity and Human Rights Roadmap 2020-2023 reflects a human rights-based approach focusing on equality and nondiscrimination, participation and inclusion, and transparency and accountability. It is grounded in respect for fundamental human rights reflected in the Universal Declaration of Human Rights, the Canadian Charter of Rights and Freedoms, and the Ontario Human Rights Code. It reflects the OCDSB's commitment to the Truth and Reconciliation Commission of Canada: Calls to Action, the UN International Decade for People of African Descent 2015-2024, the five themes identified through the Valuing Voices focus groups, data from the Valuing Voices student survey 2019 and the Principles of Inclusive Design. Even more importantly, it is informed by and aligned with the voices we have heard within the OCDSB community.

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

- Securing Accountability: governance and leadership
- Importance of Identity: disproportionality in access, opportunities and outcomes
- Building Staff Awareness and Capacity
- Increasing Representation
- Programming and Supports for Students: diversifying curriculum and access to mental health supports
- Engagement and Connectedness: building strong and respectful partnerships between students, staff, parents and community in order to foster cultural safety and a sense of belonging.

The Roadmap is inclusive of diverse perspectives in its design and commitment to equity for all. With that said, there is an intentional focus on addressing racism, oppression and the intersectionalities of individuals and groups who systemically experience discrimination. Please note that while the Roadmap includes supports and programs for students with exceptional needs; detailed information can be found in the OCDSB's annual Special Education Plan.

The OCDSB's commitment to students, staff, families and communities who identify as First Nations, Métis and Inuit is highlighted in recognition of our unique relationship and responsibility to First Peoples, to reconciliation, to honouring the Truth and Reconciliation Commission of Canada Calls to Action and to implementing the principles endorsed by Canada in the United Nations Declaration on the Rights of Indigenous Peoples.

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

Goals and Milestones

Securing Accountability

Governance and Leadership

Goal

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

Key Indicators

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

Priorities

Organizational Structures

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

Policy Development and Review

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

Advisory Committees

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



Reporting

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



Professional Learning and Capacity Building

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

Professional Learning and Capacity Building

- Performance appraisals for principals, supervisory officers, the Associate Director and Director will include accountability for human rights and equity goals aimed at eliminating disparity and disproportionality for students and staff

Milestones

By 2020-2021

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

By 2021-2022

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



By 2022-2023

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

Goals and Milestones

Importance of Identity

Goal

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

Key Indicators

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

Priorities

- Cyclically collect, disaggregate, analyze and use identity-based data to identify and document progress made (Annual Equity Report) in eliminating disproportionate representation of Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities, in suspensions and expulsions and enrollment in special education, District programs and pathways, as well as disparity of outcomes (e.g., credit accumulation, graduation, achievement and student absenteeism)
- Establish a group of diverse community partners (Community Equity Partners Group) to work with OCDSB to understand and interpret the data in the Valuing Voices: Identity Matters! student survey and make recommendations to address inequities
- Conduct Staff Census



Highlight on Indigenous Knowledge

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

Highlight on Black Excellence

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



Milestones

By 2020-2021

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

By 2021-2022

- Protocols and guidelines for Indigenous cultural and spiritual practices formalized and implemented in schools
- Ongoing collection and analysis of Indigenous self-identification data shared with Indigenous community partners through an OCAP reciprocal data sharing agreement

By 2022-2023

- Expand Indigenous cultural spaces into all District geographical areas



Goals and Milestones

Build Staff Awareness and Capacity

Goal

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

Key Indicators

- Number of professional learning series developed and launched, with accompanying resources and support, on Indigenous knowledge, anti-racism, anti-oppression and human rights
- Percentage of staff who have completed a professional learning series on Indigenous knowledge, anti-racism, anti-oppression and human rights

Priorities

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

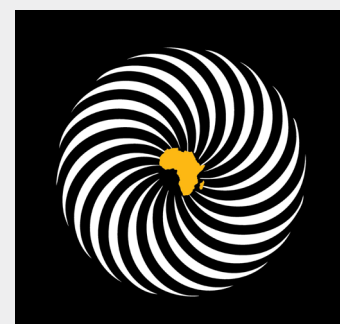


Highlight on Indigenous Knowledge

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

Highlight on Black Excellence

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



Milestones

By 2020-2021

- District is engaged with “critical friends” (see Glossary) for ongoing professional development and system change in Indigenous Education, equity and human rights
- Mandatory on-line training modules for new staff on Diversity and Inclusion Fundamentals and Unconscious Bias introduced



By 2021-2022

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

By 2022-2023

- Finance, Human Resources, Research, Evaluation & Analytics Division (READ), and Facilities staff will have engaged in foundational cultural competency training
- District Tracking System for Professional Learning in place
- Senior staff, managers, administrators, office and custodial staff, all District central departments have all engaged in foundational cultural competency training (including anti-racism/anti-oppression)

Goals and Milestones

Representation

Goal

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

Key Indicators

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

Priorities

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



Highlight on Indigenous Knowledge

- Expand Indigenous Education team
- Establish Indigenous Student Trustee position
- Establish Elders in Residence Program
- Establish Indigenous Education Representative in each school site

Highlight on Black Excellence

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



Milestones

By 2020-2021

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

By 2021-2022

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

By 2022-2023

- Indigenous Student Trustee Position is established



Goals and Milestones

Programming and Support for Students

Goal

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

Key Indicators

- Number of courses developed or redesigned to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content and delivery
- Increase percentage of Indigenous, Black and minoritized students who report seeing themselves reflected positively in the curriculum
- Decrease disproportionate representation of Indigenous, Black and minoritized students in programs and pathways

Priorities

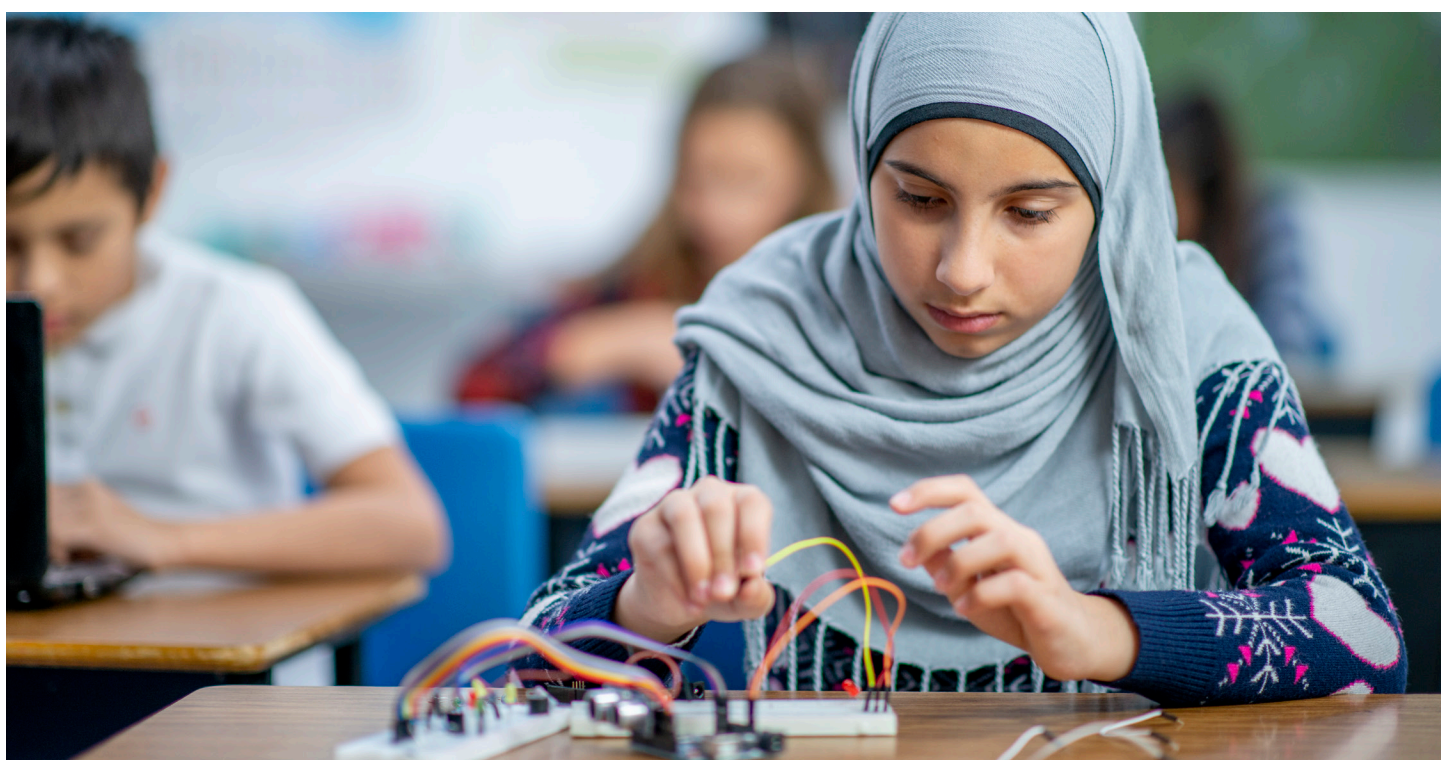
- Redesign Social Studies, History and Geography and Grade 9-12 English to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content, resources and delivery
- Pilot destreaming grades 9 and 10 in select secondary schools starting with high Indigenous, Black and minoritized student representation (English and Math)
- Review and modernize supports for English Literacy Development (ELD) program
- Establish links with culturally-specific mental health supports for Indigenous, Black and minoritized students
- Provide resources and support for pathways to success and graduation for Indigenous, Black and minoritized students (e.g., Graduation coach program, Rainbow Bridges program for 2SLGBTQ+)
- Develop District process/criteria for selecting and reviewing culturally responsive texts/resources for school libraries, learning commons and classrooms
- Develop comprehensive communications plan for parents, guardians and students regarding secondary program placement and course selection process and opportunities
- Develop and implement a District inquiry in select schools to address equitable access, opportunities, learning, and outcomes: Student Achievement Through Inquiry (SATE - See Glossary.)
- Ensure all students have access to technology for learning





Highlight on Indigenous Knowledge

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



Highlight on Black Excellence

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



Milestones

By 2020-2021

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

By 2021-2022

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

By 2022-2023

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

Goals and Milestones

Engagement and Connectedness

Goal

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

Key Indicators

- Increase number of partnerships established and maintained with Indigenous, Black and minoritized communities
- Increase number of youth forums established and maintained with Indigenous, Black and minoritized youth
- Increase percentage of Indigenous, Black and minoritized students reporting a sense of belonging at school

Priorities

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



Highlight on Indigenous Knowledge

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

Highlight on Black Excellence

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



Milestones

By 2020-2021

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



By 2021-2022

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

By 2022-2023

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

What Do We Expect to See by 2023

For Students

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

For Parents and Community

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

For Staff

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



Message from the Director **Camille Williams-Taylor, Director of Education, OCDSB**

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

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

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

Message from the Chair of the Board **Lynn Scott, Chair of the Board, OCDSB**

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

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

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

Resources Include but are not Limited to:

- [Ontario's Equity and Inclusive Education Strategy 2009](#)
- [Ontario First Nation, Métis, and Inuit Education Policy Framework 2007](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- [Universal Declaration of Human Rights](#)
- [Ontario Education Act](#)
- [Canadian Charter of Rights and Freedom](#)
- [Ontario Human Rights Code](#)
- [Ontario Anti-Racism Act](#)
- [Review of the Peel District School Board](#)
- [Black Legal Action Centre - Peel District Review](#)
- [Stephen Lewis report on race relations 1992](#)
- [Restacking the Deck](#)
- [A Better Way Forward - Ontario's 3-Year Anti-Racism Strategic Plan 2017](#)
- [Addressing Anti-Black Racism in Ottawa: Forum Summary Report, 2017.](#)
- [Towards Race Equity In Education: The Schooling of Black Students in the Greater Toronto Area.](#)
- [Reclaiming Power and Place The National Inquiry's Final Report on Missing and Murdered Indigenous Women and Girls \(MMIWG\)](#)
- [The We Rise Together Report](#) Prepared for the Peel District School Board (2019)
- [Royal Commission on Aboriginal Peoples](#) (1991)

Glossary

| | |
|---------------------------------------|--|
| ABC | An acronym for people who identify as being from African, Black and African-Caribbean descent |
| Ableism | Attitudes in society that devalue and limit the potential of persons with disabilities. People with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems and the broader culture of a society. |
| Anti-Black Racism | Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy. |
| Anti-Indigenous Racism | The ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. |
| Anti-Oppression | The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often to further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; it may also be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppression in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities. |
| Anti-Racism | An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes. |
| Antisemitism | Latent or overt hostility or hatred directed towards, or discrimination against individual Jews or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual and religious heritage. |
| Bias | A predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes. |
| Code Grounds | Grounds protected from discrimination under the Ontario Human Rights Code are age; ancestry, colour, race; citizenship; ethnic origin; place of origin; creed (religion); disability; family status, marital status, gender identity and gender expressions; sex; and sexual orientation. |
| Critical friend | A critical friend is encouraging and supportive, but also provides honest and often candid feedback that may be uncomfortable or difficult to hear. A critical agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues. |
| Culturally Responsive Teaching | Teaching that uses familiar cultural information and processes. The focus is on relationships, the interaction between the knowledge and skills of the teacher and the students, and critical social awareness. |
| Discrimination | Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics (Note: this is not a legal definition). |
| Duty to Accommodate | Under the Ontario Human Rights Code, people identified by Code grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or “accommodations” to take part equally in the social areas the Code covers, such as employment, housing and education. Employers, housing providers, education providers and other parties responsible under the Code have a legal obligation to accommodate Code-identified needs, unless they can prove it would cause them undue hardship. Undue hardship is based on cost, outside sources of funding and health and safety factors. |

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| Equality | Treating people the same way, to give everyone equal access to opportunities and benefits in society. |
| EQAO | The Education Quality and Accountability Office tests students' skills in reading, writing and mathematics at key points in their education (grades 3, 6, 9 and the OSSLT - Ontario Secondary School Literacy Test). |
| Equity | Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life. |
| Faithism | Any ideology that ascribes to people values, beliefs and behaviours, and constructs people as fundamentally different and unequal – deserving or undeserving of respect and dignity – based on their religion or beliefs. |
| Harassment | Words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. Harassment under the Ontario Human Rights Code is based on the prohibited/protected grounds (see the Code's definition). |
| Homophobia | The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as "homosexual." |
| Inclusive Design | Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected. |
| Inclusive Education | Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected. |
| Indigenous | <p>The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) points out that Indigenous peoples have argued against the adoption of a formal definition at the international level, citing the need for flexibility and for respecting the right for each Indigenous people to define themselves. However, several factors that are relevant to the concept of "Indigenous":</p> <ul style="list-style-type: none"> • Priority in time, with respect to the occupation and use of a specific territory • The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions • Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity • An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist. <p>In Ontario, the Ministry of Education considers First Nations, Métis, and Inuit peoples to be Indigenous although it must be noted that these are deceptively broad categories and do not take into account the vast and varied, unique and distinct peoples within them.</p> |
| Islamophobia | Racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. |
| Intersectionality | A theoretical framework for understanding how aspects of a person's social and political identities (gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege. |
| Microaggression | The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. |
| Minoritized | A racial, ethnic, religious, or social subdivision of a society (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty, etc.) that is pushed to the margins in political, financial, or social power, often by means of institutional or systemic bias and discrimination. |

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| Racialization | The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life. This term is widely preferred over descriptions such as “racial minority”, “visible minority” or “person of colour” as it expresses race as a social construct rather than as a description of persons based on perceived characteristics. |
| Racialized | Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as “visible minorities” under the Canadian census and may include people impacted by antisemitism and Islamophobia. |
| Racism | Includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism is a belief that one group is superior to others performed through any individual action or institutional practice that treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination. There are three types of racism: Institutional, Systemic and Individual. |
| Sanism | Mentalism or sanism is discrimination and oppression against a mental trait or condition a person has, or is judged to have. This discrimination may or may not be characterized in terms of a mental disorder or cognitive impairment. |
| Sankofa | A word in the Twi language of Ghana that translates to “Go back and get it” and also refers to the Bono Adinkra symbol represented either with a stylized heart shape or by a bird with its head turned backwards while its feet face forward carrying a precious egg in its mouth. |
| SATE | The Student Achievement Through Inquiry (SATE) project uses factors known to contribute to successful schools to bring children, families and communities together in the educational environment as partners in the learning process, with the school becoming the “heart of the Community.” These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of students’ voice; and celebration of cultural diversity |
| Systemic Barrier | A barrier embedded in the social or administrative structures of an organization, including its physical accessibility, policies, practices and decision-making processes, or its culture. These may appear neutral on the surface but exclude members of groups protected by the Human Rights Code. |
| Systemic Discrimination | Patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for groups identified under the Human Rights Code. |
| Systemic Racism | Patterns of behaviour, policies or practices that are part of the structures of an organization, and which create or perpetuate disadvantage for racialized persons. |
| Transphobia | The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people. |
| TRC | Truth and Reconciliation Commission |
| Truth and Reconciliation | The truth-telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere acknowledgement of the injustices and harms experienced by Indigenous people and the need for continued healing. |
| Unconscious Bias | The associations that we hold which, despite being outside our conscious awareness, can have a significant influence on our attitudes and behaviour. Regardless of how fair minded we believe ourselves to be, most people have some degree of unconscious bias. The means that we automatically respond to others (for example, people from different racial or ethnic groups) in positive or negative ways. |
| UNDRIP | United Nations Declaration on the Rights of Indigenous Peoples. |
| Universal Design for Learning (UDL) | Provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students, whereas differentiated instruction allows them to address specific skills and difficulties. UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of all students. |

Indigenous, Equity and Human Rights Roadmap 2020-2023

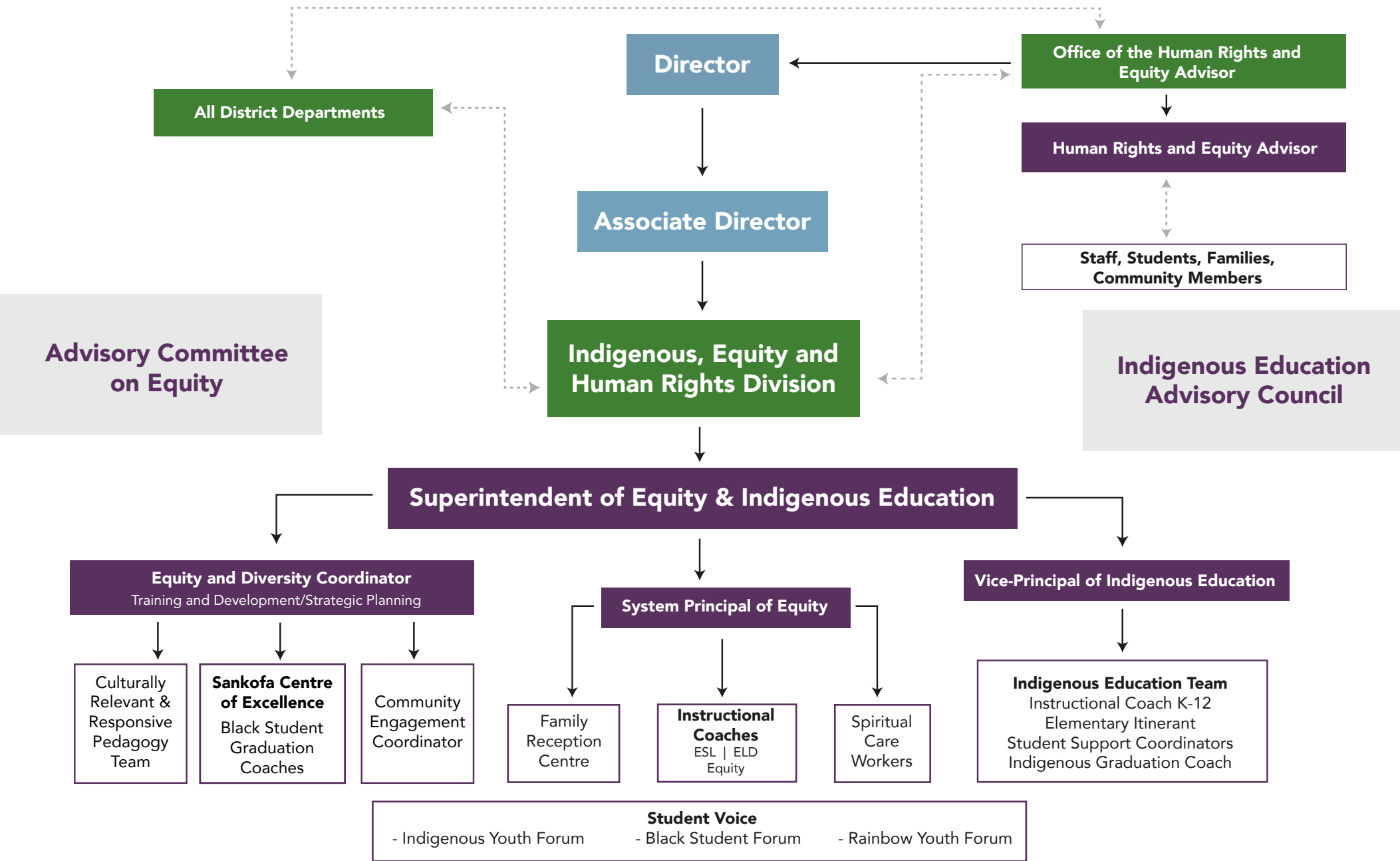
Tracker

| Securing Accountability |
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| Goal: To centre Indigenous and human rights, anti-oppression and equity in OCDSB’s governance and leadership structures, policies, and practices and in all decision-making. |
| Key Indicators: <ul style="list-style-type: none">Number of structures, policies and practices developed or revised to centre human rights and equityNumber of accountability mechanisms introduced and operating to collect, analyze and report on professional development, performance and service delivery from a human rights and equity |
| Strategic Action |
| 2020-2021 |
| Safe Schools Policy and Procedure Revised |
| Review of police involvement with schools |
| Establish Indigenous, Equity and Human Rights Division |
| Strategic Action |
| 2021-2022 |
| Create Annual Equity Accountability Report |
| Establish equity goals in Board and School Improvement Plans |
| Establish and implement annual orientation for trustees |
| Develop Human Rights Policy and Procedure |
| Develop Gender Identity, Gender Expression and Sexual Orientation Policy and /or Procedure |
| Develop and implement multi-year plan for compliance with the Accessibility for Ontarians with Disabilities Act (AODA) |
| Advisory Committee/Council Review completed |
| Student Equity Advisory Committee established |
| Strategic Action |
| 2022-2023 |
| Identify policies and procedures requiring updating/revision to address disproportionate access, opportunities, representation, outcomes, and experiences of Indigenous, Black and minoritized groups |
| Revise performance appraisals for principals, supervisory officers, the Associate Director and Director to include accountability for goals, actions and outcomes identified in the Roadmap 2020-2023 |
| Establish Indigenous Trustee position |

| Importance of Identity |
|---|
| Goal: To identify and disrupt systemic and structural barriers to address disproportionate access, opportunities and outcomes for students and staff who identify as Indigenous, Black and minoritized |
| Key Indicators: <ul style="list-style-type: none">Decrease over-representation of Indigenous, Black and minoritized students in suspension, expulsion, exclusion and police engagementDecrease disproportionate representation of Indigenous, Black and minoritized students in graduation rates, programs and pathwaysIncrease sense of belonging for Indigenous, Black and minoritized students and staff |
| Strategic Action |
| 2020-2021 |
| Establish cyclical and continuous collection of identity-based and self-identification data for students who identify as Indigenous, Black and minoritized |
| Interpret Valuing Voices: Identity Matters! data and set priorities for analysis |
| Establish disaggregated baseline data from Valuing Voices: Identity Matters! on graduation rates, suspension and expulsion rates and student pathways |
| Develop and administer Staff Engagement Survey |
| Strategic Action |
| 2021-2022 |
| Develop protocols and guidelines for Indigenous cultural and spiritual practices for schools/district |
| Establish OCAP reciprocal data sharing agreement with Indigenous community partners |
| Strategic Action |
| 2022-2023 |
| Expand Indigenous cultural spaces into all District geographical areas |
| Build Staff Awareness and Capacity |
| Goal: To increase the capacity of staff to understand and apply anti-racist and equitable practices that decrease disparities and disproportionalities in access, opportunities and outcomes for Indigenous, Black and minoritized students and staff |
| Key Indicators: <ul style="list-style-type: none">Number of professional learning series developed and launched, with accompanying resources and support, on Indigenous knowledge, anti-racism, anti-oppression and human rightsPercentage of staff who have completed a professional learning series on Indigenous knowledge, anti-racism, anti-oppression and human rights |
| Strategic Action |
| 2020-2021 |
| District is engaged with “critical friends” for ongoing professional development |
| Develop and implement mandatory on-line training modules for new staff on Diversity and Inclusion Fundamentals and Unconscious Bias |
| Develop timelines and begin implementation for engaging central and district staff in foundational cultural competency training (including anti-racism and anti-oppression) |
| Strategic Action |
| 2021-2022 |
| Develop training modules on Indigenous Knowledge and rights, anti-racism, anti-oppression, and human rights |
| All staff have engaged in mandatory on-line training modules on Diversity and Inclusion Fundamentals and Unconscious Bias |
| Develop annual capacity building series and multimedia campaign on Indigenous Education, Equity and Human Rights |
| Implement foundational cultural competency training (including anti-racism and anti-oppression) |

| Strategic Action |
|--|
| 2022-2023 |
| Develop and implement District Tracking System for professional learning |
| Engage system staff in foundational cultural competency training (including anti-racism and anti-oppression) |
| Representation |
| Goal: To increase representation of Indigenous, Black and minoritized individuals including 2SLGBTQ+ and those living with a disability, in: governance and leadership; staff recruitment, selection and promotion, and student voice. |
| Key Indicators: <ul style="list-style-type: none">Number of policies and practices implemented to increase the number of Indigenous, Black and minoritized staff hired, retained and promotedIncreased number of Indigenous, Black and minoritized staff hired, retained and promotedNumber of representative roles, networks and councils established and institutionalized to represent Indigenous, Black and minoritized students, staff, and communities |
| Strategic Action |
| 2020-2021 |
| Establish and support staff affiliate networks |
| Strategic Action |
| 2021-2022 |
| Initiate Employee Systems Review |
| Develop, implement and support Leadership Development Plan for Indigenous, Black and minoritized leaders |
| Establish and implement Equitable Recruitment Strategy |
| Establish Elder in Residence Program |
| Establish Indigenous Education Representative in all school sites |
| Expand and establish student leadership councils |
| Expand Indigenous Education team |
| Strategic Action |
| 2022-2023 |
| Establish Indigenous Student Trustee position |
| Programming and Supports for Students |
| Goal: To increase representation of Indigenous, Black and minoritized students in curriculum, courses, programs and pathways |
| Key Indicators: <ul style="list-style-type: none">Number of courses developed or redesigned to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content and deliveryIncrease percentage of Indigenous, Black and minoritized students who report seeing themselves reflected positively in the curriculumDecrease disproportionate representation of Indigenous, Black and minoritized students in programs and pathways |
| Strategic Action |
| 2020-2021 |
| Establish Indigenous Graduation Coach to support student success |
| Establish Graduation Coach for Black Students |
| Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Metis and Inuit Voices in all pathways in 15 secondary schools |
| Establish InSTEM program in one secondary school |
| Partner with OCSB and OCT in joint support for Uquasilirijiit Elders Circle for Inuktitut language teacher accreditation |
| Strategic Action |
| 2021-2022 |
| Redesign Social Studies, History and Geography, Grade 9-12 English curricula to include Indigenous, Black and minoritized, and 2SLBTQ+ histories, contemporary contributions and perspectives |
| Review and modernize supports for English Literacy Development (ELD) program |
| Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Metis and Inuit Voices in all secondary schools |
| Black Studies course developed and piloted in two secondary sites |
| Develop District criteria to guide selection of culturally relevant and responsive education resources |
| Establish Rainbow Bridges Program to support 2SLGBTQ+ students transitioning to secondary in three secondary and feeder schools |
| Ensure all students have access to technology for learning |
| Pilot destreaming grades 9 and 10 in select secondary schools (English and Math) |
| Initiate Student Achievement Through Equity Inquiry (SATE) for 11 schools |
| Expand InSTEM program |
| Expand math/beading partnerships |
| Establish Indigenous language credit course |
| Strategic Action |
| 2022-2023 |
| Pilot gender inclusive physical education classes in two secondary sites |
| Expand Black studies course and Rainbow Bridges programs |
| Pilot Inuktitut Core Languages program at R.E. Wilson Public School |
| Establish annual SATE report |
| Anishinaabek/Algonquin Elders Circle is established for language speakers accreditation through Ontario College of Teachers |
| Engagement and Connectedness |
| Goal: To build and strengthen collaborative relationships with Indigenous, Black and minoritized students, parents and staff to create a community of belonging, promote excellence and inform actions to eliminate disparities and disproportionalities in service delivery |
| Key Indicators: <ul style="list-style-type: none">Increase number of partnerships established and maintained with Indigenous, Black and minoritized communitiesIncrease number of youth forums established and maintained with Indigenous, Black and minoritized youthIncrease percentage of Indigenous, Black and minoritized students reporting a sense of belonging at school |
| Strategic Action |
| 2020-2021 |
| Establish Community Engagement Coordinator |
| Establish formal partnerships with Wabano and Inuuqatgiit |
| Strategic Action |
| 2021-2022 |

| |
|---|
| Support for Indigenous community gatherings in schools |
| Co-develop and implement Strategy for Community and Parental Engagement and Communication |
| Develop and implement anti-racism, anti-Islamophobia, anti-transphobia and anti-homophobia communication campaign |
| Establish annual network events to include Indigenous knowledge, equity and human rights themes |
| Establish and implement Youth Leading Youth workshops (digital and face to face) led by students from equity seeking groups |
| Expand annual Indigenous Youth, Black Student and Rainbow Forums to include school based youth digital networking groups |
| Strategic Action |
| 2022-2023 |
| Establish annual conference for girls |
| Provide measurement of progress on Community Partnership, Parental Engagement and Communications Strategy |
| Measure progress on establishing and developing Community Partnerships/Relationships |



Equity Steering Committee

- Senior Staff - Equity & Diversity Coordinator - Principal of Equity - Vice Principal of Indigenous Education - Human Rights and Equity Advisor



ADVISORY COMMITTEE ON EQUITY REPORT

January 28, 2021

6:00 pm

Zoom Meeting

- Voting Members: Ayan Karshe, Seema Lamba, Elizabeth Sweeney, Carrie-Lynn Barkley, Ryan Doucette (Young Leaders Advisory Council), Maria Teresa Garcia (Ottawa Community Immigrant Services), Kahmaria Pingue (Parents for Diversity), Kathryn Owens (Youth Services Bureau)
- Non-Voting Members: Elaine Hayles, Bob Dawson, Meghan Wills, June Girvan, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Council), Ruth Sword, Rob Campbell (Trustee), Justine Bell (Trustee), Susan Cowin (Special Education Advisory Committee)
- Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Joy Liu (Student Trustee), Charles Chen (Student Trustee), Ishti Hossain (Student Senator), Carolyn Tanner (Human Rights and Equity Advisor), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Instruction), Melissa Collins (System Principal, Equity), Pamela LeMaistre (Manager, Human Resources), Sue Rice (Equity Instructional Coach), Sharon Martinson (OCDSB Educator), Riaz Mostaghim (Spiritual Care in Secondary Schools), Leigh Fenton (Board Coordinator)

1. Welcome

1.1 Land Acknowledgement

Chair Karshe called the meeting to order at 6:05 p.m. She acknowledged that the committee is presently meeting on the unceded, unsurrendered Territory of the Anishinaabeg Algonquin Nation whose presence in Canada reaches back to time immemorial. She extended deep gratitude and sought to support and affirm their rights as the land's stewards and keepers.

1.2 Approval of the Agenda

Moved by Elizabeth Sweeney,
THAT the agenda be approved.

Carried

2. Community Discussion - Open Space

2.1 Opening from Co-Chairs: Topics, Speakers, Community Experts

Chair Karshe expressed hope that the membership of the Advisory Committee on Equity (ACE) can recreate the space as, not only one used in disseminating information and data, but to allow for transparency and healing. To facilitate an anti-oppressive space, both she and Co-chair Grover will ensure that all who seek to speak are honoured and valued and that collective efforts become productive and useful, for the children and themselves. Speaking analytically about issues that have a direct impact on the lives of racialized and marginalized peoples can be triggering, and she encouraged all to take care, with their words and with their hearts. While ACE seeks to change schools for the better, members also create space for those who experienced the consequences of white supremacy and systemic racism.

Chair Karshe stated that she and Co-chair Grover will strive to create a space of true collaboration. They intend to continue to adapt and change the structure as often as needed to ensure a truly decolonized space. As chairs of ACE, they value any input, expertise, and experience, and will welcome participation at every meeting.

2.2 The ME Project (Student Trustees Joy Liu and Charles Chen)

Student Trustees Liu and Chen reported on the Menstrual Equity (ME) Project which led to a motion before the Board, subsequently passed on 26 January 2021. The motion consisted of five clauses, requiring coin-free menstrual hygiene product dispensers and disposal units in all washrooms accessible to students (including in at least one stall within male washrooms), guidance departments, and physical education departments in all schools with students in grades 4 to 12 prior to September 2022. These products will consider environmental impact and appropriate distribution channels. The District committed to provide age and grade appropriate education to at least grade 4 to 12 students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement. Consideration for the needs of all student demographics in the implementation and maintenance of this initiative is paramount, for example, private and unsupervised access, usage of gender neutral language and packaging.

Student Trustee Liu noted that the consultation process from November 2020 to January 2021 was centered on student opinion. An anonymous feedback form was distributed through the student senators to their schools, gender and sexuality alliances or LGBTQ2S+ groups. She highlighted that the student senators were consulted regarding the

education component of the menstrual product provisions. Conversations with Chief Financial Officer (CFO) Carson occurred to gain insight into the financial allocations required to fund the initiative. The student trustees wrote a public letter to the Board of Trustees on behalf of students who supported the motion, of which over 1400 students signed and disclosed their own experiences, opinions and feedback.

Student Trustee Chen reported that in the 2019-2020 school year, at Featherstone Drive Public School, a pilot program was launched in female washrooms for cisgender students. This was initiated by grade 7 and 8 students after watching a screening of the documentary, "Pandora's Box: Lifting the Lid on Menstruation". The film studied the far-reaching implications of the lack of access to menstrual hygiene products and the societal stigma of menstrual cycles. The students who led the pilot were consulted for feedback on the motion.

In discussions with CFO Carson, the student trustees learned that the District intends to begin the program, using a few different schools as early adopters. Lessons learned from the preliminary roll-out of the program will inform the implementation at all schools by September 2022.

During the discussion the following points were noted:

- Equity Instructional Coach Rice noted that she informed the Rainbow Educators and the LGBTQ2S+ community partners about the measures of the ME Project. All members of these stakeholder groups were in support of the motion and commented that the language contained within was thoughtfully considered;
- Proper usage of tampons or pads is not currently part of the Ministry of Education's mandated instruction of the curriculum, however education about the menstrual cycle is a part of the curriculum in junior grade levels associated with puberty and adolescent development;
- Student Trustee Liu mentioned that she would advocate for a consultation framework for the implementation process to ensure that cultural sensitivity is in place for the menstrual health education piece and the types of culturally appropriate sanitary protection products;
- Specific consultation with the Afro Caribbean Black community was suggested due to the cultural sensitivity towards menstruation;
- Superintendent Baker noted that when the ME Project motion was before the Board for debate, Director Williams Taylor did note the importance of considering cultural sensitivity with the understanding that implementation would include this lens; and

- Ms. Hayles suggested that an invitation be extended to a speaker to hear about instruction on health and sexuality at the District in order to examine the topic from an equity perspective.

2.3 Discussion on the Government Issued Province-Wide Shutdown and the Effects on the School Community

Chair Karshe reported that the Community Discussion category of the agenda is an open forum created to encourage discourse from all members, non-voting members and guests from the community. She prompted participants to discuss the impact of the extended lockdown on the school community, how the situation has affected them as individuals and observations in the wider community.

During discussion, the following points were raised:

- An educator for secondary students expressed concern over potential knowledge gaps and the delivery of equitable and student success support in this time of change;
- Ms. Pingue expressed concern that students are being penalized for the quality of work submitted or for late submissions. These measures do not take into account socio-economic disparities, lack of resources or the ability for working parents to support students with their assignments. Withstanding the discipline of teachers or school administration does not contribute to the well-being of students;
- Ms. Garcia noted that the Ottawa Community Immigrant Services (OCISO) have mentors to help with schooling in a program called Youth Ottawa Community Immigrant Services (YOCISO), free for all newcomer youth, ages 12 to 24;
- Trustee Scott stated that at the Board meeting of 26 January 2021 the trustees passed a motion to write a formal letter to the Ministry of Education requesting affordable internet access to families;
- Ms. Pingue noted that in spring of 2020, Parents for Diversity (P4D) created a multilingual PDF where parents could click on a message requesting support from the child's teacher and a Multicultural Liaison Officer (MLO) in their own language. This communication tool could help parents and caregivers advocate for their children's education during the distance learning period. During this support campaign, it seemed as though there was not enough capacity within the District for MLO support;
- Ms. Garcia submitted that OCISO and The District had created and implemented outreach formulae for the Ottawa Carleton Virtual (OCV) beginning January 2021. Services provided by MLOs can be accessed through school administration. MLOs have been distributed evenly

among all OCV campuses. In the brick and mortar schools, MLOs are assigned to three or four schools each. She noted that there have been some service gaps, however work is being done to address those issues with System Principal of Equity, Melissa Collins;

- Ms. Sweeney shared that in some instances, online learning has further impoverished families and inequalities have been exacerbated in a mode of education that forces parents, most often mothers, to step away from their jobs to ensure support for their children's education. She supports an initiative to create packages of learning material to be completed independently; this way of learning is more flexible for families who are balancing multiple priorities during school hours;
- Unstable internet connectivity is a barrier for online learning; and
- Mr. McHugh noted the success of the Indigenous Education Hubs, created through federal funding under the Inuit Child First Initiative, and implemented at the Inuuqatigiit Centre for Inuit Children, Youth and Families. These hubs produce results in the academic progress of these students. He offered to connect with others about the program should they be interested in building new solutions for support in the community.

Ms. Lamba requested a comment from staff on student achievement data since the launch of the 2020-2021 school year. Superintendent Baker replied that elementary and secondary report cards are forthcoming. There are challenges in monitoring the impacts of COVID-19 in an ever-changing environment. She noted that with English Language Learners (ELLs) there is evidence of increased student engagement since the provincial school closures in March 2020. One of the reasons is a greater familiarity with technology equipment, logging into the classrooms and participating in a remote setting. For the English Literacy Development (ELD) programs, extra staffing supports the goals of personalized learning. She noted that some parents do not have a breadth of knowledge when using technology. There have been conversations with the Ottawa Local Immigration Partnership (OLIP) and the OCISO about delivering support in ways that facilitate learning for parents. Schools are also creating opportunities to assist parents with learning. Oftentimes older siblings are being tasked to assist the younger members in families. Data is being collected on the enrolled students who have opted out of synchronous learning in the OVC school and do not appear online for class work. Dedicated teachers are being hired for these students who will develop packages of learning materials to be sent home for these families. She highlighted that since the shift to remote learning, the District has made collective efforts to personalize learning and consider individual life circumstances for all students.

3. Reports

3.1 ACE Report, 26 November 2020

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 26 November 2020 be received.

Carried

3.2 ACE Report, 29 October 2020

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 29 October 2020 be received.

Carried

3.3 Committee of the Whole Report

Ms. Lamba reported on the following topics from the Committee of the Whole (COW) meetings on 8 December 2020 and 12 January 2021:

- A hiring policy was introduced with the intent to increase the representation of under-represented groups during the hiring process. Superintendent McCoy will present the policy later in the meeting;
- The ME Project was approved;
- An informative presentation was given on Decoding Dyslexia. Attention was drawn to upcoming recommendations expected on the Ontario Human Rights Commission's (OHRC) Right to Read inquiry. These recommendations are expected to be released publically in spring 2021;
- The facilities renewal project plan features a 20 year plan for accessibility;
- Learning Support Services presented Report 20-115 on Specialized Program Class (SPC) Referral Information 2020-2021 regarding the placement process for the current school year; and
- Learning Support Services presented Report 20-110 on Supports for Students with Giftedness (Elementary) to update the Board on pilot projects for learners with giftedness.

3.4 Advisory Committee on Extended Day and Child Care Programs

There was no report for the Advisory Committee on Extended Day and Child Care Programs.

3.5 Superintendent's Report

a. Membership Subcommittee

Superintendent Baker addressed concerns that had been raised regarding the last election process and indicated that all processes as outlined in the draft procedure as approved by ACE were followed. She indicated that as ACE has recently nominated two co-chairs, a membership subcommittee is to be established once the committee begins to review its membership needs. In accordance with ACE policy P. 008 GOV, a new membership subcommittee needs to be established to include the co-chairs and up to three members nominated by the Committee. Should members wish to be a part of the membership subcommittee, they are encouraged to contact Ms. Karshe or Ms. Grover. Approval of the nominations will be held during an ACE meeting.

4. Consultation

4.1 Human Rights Policy Consultation with ACE (C. Tanner)

Human Rights and Equity Advisor Tanner reported that the Board of Trustees approved a consultation plan for the development of a human rights policy. Until March 2021, phase one of the consultation process will continue to occur at the District's advisory committees level and through an internal human rights policy working group. Public consultations will be conducted using online community forums, small focus group discussions, existing networks of partnership organizations, along with an online survey to gather input from employees, students and families. Should people prefer to offer feedback in the written form, an email address was created, associated with the consultation process. Phase two will begin in May 2021 where groups will be re-visited to make further suggestions on the draft policy. A recommended draft policy will be presented to the Board of Trustees in October. She noted that consulting on the procedure associated with a policy is not commonplace; however, to establish the steps to lodge a human rights complaint, an in-depth consultation with the school community is both necessary and important.

Human Rights and Equity Advisor Tanner reviewed the presentation, highlighting the following:

- The Right to Education contains the right to be free from discrimination and access to education equally with equal opportunity;
- The rights of Indigenous people include the right that teaches truth about indigenous histories, cultures, traditions and perspectives;

- The human rights policy will be for everyone: students, staff, board of trustees, parents, guardians, and caregivers and community;
- The human rights policy will have primacy over other policies and procedures within the board, because human rights are constitutional; and
- The Ontario human rights code protects people from discrimination however it does not specifically include other factors that are protected, for example, in international human rights legislation or in the Canadian Charter of Rights and Freedoms.

Four question categories were circulated in advance of the meeting for comment:

1. What do you think are the most important human rights issues for the OCDSB to address? Why?
2. Grounds protected from discrimination under the Ontario Human Rights Code include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status and disability. Are other factors that should be considered? Why?
3. When someone has a human rights concern, there are many ways it can be addressed. How do you think the OCDSB can receive and respond to a human rights concern in a way that makes that person feel safe? How can we ensure the process is accessible and effective for everyone?
4. How can the OCDSB best communicate with staff, students and families to help them understand their rights and responsibilities and to understand how to raise a human rights concern if they have one?

During the presentation and in discussion the following points were noted:

- Enshrine the Convention of the Rights of the Child into the human rights policy;
- Include, not only discrimination, but harassment and bullying into one comprehensive human rights policy;
- Filing a complaint must be made possible outside the domain of the school principal or senior staff;
- Human Rights and Equity Advisor Tanner noted that her role is arm's length from the District which includes investigatory powers and the ability to make recommendations for change;

- Provide District-wide education sessions on familiarizing students and staff with their own rights as humans. Communicate the contents of the policy in a way that is comprehensible for everyone, in multiple languages;
- When developing a human rights policy and procedure, address the common fear of repercussions;
- Equitas, a human rights organization based in Montreal, could be leveraged to help tie the teaching of human rights into the curriculum. The organization has created training modules for educators and tools for children to promote human rights, non-discrimination and peaceful conduct within the classroom;
- There are embedded exclusions and bias in school classrooms because the stories of LGBTQ2S+ people are not often taught to children. Erasure from narratives is discrimination. Reproducing a cultural of norms is discrimination. Accounts of bi-racial, queer families are seldom on a reading list for children. The representation of the vast richness and diversity of all communities and all histories belong on the curriculum for an education that promotes human rights. Stories of oppression tend to be amplified and socialized in education, above the stories which provide great examples of leadership by racialized, minoritized folks.
- Build a policy that can become a mechanism where students and families can register a concern when the curriculum is not reflective of diversity;
- On average poverty and mental health challenges lead to lesser outcomes for people. Discrimination involves identity, socio economic status and mental health stigmas;
- Provide students with an on-boarding package (with information on accessing MLOs) and a staff orientation handbook highlighting human rights; and
- Define a glossary of terms in human rights policy considerations. Formulate language that students can understand and use to advocate for their own human rights.

In response to a query from Ms. Hayles, Human Rights and Equity Advisor Tanner noted that her position is currently funded through the Ministry of Education on a Transfer Payment Agreement (TPA). This contract is subject to renewal annually.

5. Presentation

5.1 Report 20-114, Equitable Recruitment and Hiring Policy (J.McCoy)

Your Council had before it Report 20-114, describing the proposed policy for equitable recruitment and hiring at the District.

Superintendent McCoy reported that the draft policy was developed to comply with a draft Policy/Program Memorandum (PPM), released by the Ministry of Education following the repeal of *Ontario Regulation 274 - Hiring Practices*. Since 2013, under the former regulation, a mandatory hiring process was in place for long term occasional teachers or permanent teachers. School boards were required to follow a certain process in terms of who could be considered for hiring, based largely on seniority, as well as the technical qualifications that are recognized by the Ontario College of Teachers (OCT). Many school boards, including the OCDSB, have been advocating for the repeal of the regulation or for significant revision to provide school administration with greater ability to make hiring decisions based on factors relating to merit and to support the District's diversity, equity and human rights objectives. When the regulation was repealed in October 2020, the government issued an interim set of hiring guidelines for school boards to follow pending the release of a PPM. The draft PPM underwent a brief consultation process in November 2020. Until the final PPM is released, the District will not be in a position to bring a final hiring policy to the Board of Trustees because the PPM provides specific requirements to be included in the school board policy. The guiding principles of the policy aim to align with the principles articulated in the Indigenous Education, Human Rights and Equity Roadmap 2020-2023 to ensure fair, consistent and transparent processes for hiring are established, including ways to maximize employment opportunities for new teachers who are entering the profession, ensuring that the requirements and selection criteria for hiring are available are important considerations.

Superintendent McCoy stated that the policy is intended to provide high level, guiding principles and specific directives. The Human Resources Department is in the process of developing procedures which will guide implementation of the policy, with specific information on hiring practices. She invited input from the committee on considerations to be included in the policy, the procedure and the implementation of the procedure.

During the discussion, the following points were noted:

- At the COW meeting of 12 January 2021, the notion to ensure monitoring and evaluation is incorporated into the policy was raised;
- At the COW meeting of 12 January 2021, the notion to re-evaluate the intent of the PMM was raised with respect to "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". It must be determined whether the PMM

intends to promote the hiring of under-represented groups or hire those who have lived experience working with specific groups. If the purpose is to hire to increase the representation of under-represented groups, no candidates, other than the specific under-represented group members, should be considered for the job. If under-represented groups have to compete against non under-represented groups who have demonstrated experience, possibly the qualified under-represented groups will not be chosen for discriminatory reasons, including unconscious bias.

- The PPM stipulates that a school board may develop special programs to specifically target positions for underrepresented groups and implementing these programs is a step forward to closing the equity gap;
- The District has an Indigenous Education, Human Rights and Equity Division, which was formally announced in September 2020, with the launch of the 2020-2021 school year;
- Superintendent McCoy noted that generating diverse hiring panels is a strategy currently being discussed. Principals from various sites may be asked to collaborate and participate on different hiring panels;
- A plan for a staff survey is underway to determine a baseline on diversity amongst staff. The last survey was conducted more than 10 years ago; and
- Employees on the casual employment list will receive a link to the staff survey.

Ms. Lamba solicited the committee on its desire for another purpose built ACE meeting to review a final policy. Superintendent Baker advised that conversations have occurred at the senior staff level pertaining to the capability of advisory committees to hold additional meetings outside the regular schedule with Board support, as provided for in the committee policies. Legal precedent was examined as a part of a recent request. Executive Officer Giroux has been consulted and a fulsome answer is expected on ways to balance the needs of the committees with the provisions of the policies. In the case of another ACE review of the final hiring policy, timelines are unknown and may require a short turnaround time from Human Resources once the final PPM is released.

Superintendent McCoy included her contact information in the chat function to enable further engagement with members of ACE. Ms. Lamba shared her contact information and invited more comments from the committee to be able to raise them at a future COW meeting. Superintendent Baker noted that when an advisory committee

representative brings forward a discussion point at COW, it is intended to be reflective of the sentiments from the advisory committee.

6. Standing Items

6.1 Update from Steering Committee Representatives on Police Involvement in Schools

Superintendent Baker reported that Superintendent Farrish began the initial actions from phase one of the consultation plan. The public engagement consultation begins in phase two. Phase two engagement opportunities will be published with stakeholder groups when dates are set. Staff are in the process of completing the tendering facilitation for the sessions. There are three representatives from ACE on the Police Involvement in Schools Steering Committee. The steering committee met once to-date. Ms. Sweeney added that the first meeting held fruitful discussions. Ms. Pingue commented on the group's expansive diversity and mentioned that there was a good start to beginning this work.

6.2 Valuing Voices: Identity Matters Survey and Suspension Data Analysis

Superintendent Baker reported that the Technical Advisory Group (TAG) met once. The next meeting is scheduled in February 2021.

It was agreed that the standing item should read: "Valuing Voices: Identity Matters Student Survey". There will be a series of four reports that emerge from the collected data.

7. New Business and Event Announcements

Trustee Bell announced that a motion was passed at the 26 January 2021 Board meeting to approve an allocation of up to \$75,000 annually to support the hiring of a full time equivalent (FTE) Transgender and Gender Diverse Student Support Coordinator. She noted that there had been a part-time employee fulfilling a similar role in the past. Trustee Scott noted that the motion was passed unanimously and there is a strong commitment to equity, inclusion and anti-racism within the District.

Mr. Doucette reflected that a future discussion may be added to the agenda about equity and diversity initiatives currently enshrined in the budget allocations. Trustee Scott shared that the first meeting of the budgetary planning cycle is set for 2 February 2021 at Committee of the Whole, Budget meeting.

In response to a query concerning timelines around the final discussions at the Board level to determine the 2021-2022 budget, Trustee Scott noted that normally a school year budget for the following year is approved in June and submitted to the Ministry of Education. Information on grants is provided by the Ministry at the end of March or beginning of April. Next, Financial Services develops a staff recommended budget in consultation with the various

departments of the Board and there is an opportunity for members of the public to delegate or non-voting representatives of advisory committees to speak on behalf of committees. Trustee Scott noted that a presentation on the budget process could be presented at ACE for additional information on budgetary decisions.

8. Adjournment

The meeting adjourned at 8:52 p.m.



COMMITTEE OF THE WHOLE (PUBLIC) Report No. 21-014

9 February 2021

Student Achievement: Focus on Grade 10 Credit Accumulation

Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
613-596-8211 ext. 8310
Eric Hardie, Superintendent of Instruction, ext. 8401
Nadia Towaij, Superintendent of Program and Learning, ext.
8573

PURPOSE:

1. To present a report on student achievement which includes analysis using demographic data from the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020 to identify:
 - student success based on grade 10 credit accumulation;
 - groups of students who may be over/underrepresented in the credit accumulation data based on their Indigenous identity, race, gender identity, and disability; and
 - differences in credit accumulation rates across groups of students (disparity) based on these same demographic characteristics.

STRATEGIC LINKS:

2. Credit accumulation data is an important indicator of student achievement and is reviewed annually. The examination of credit accumulation data in combination with identity data allows for the establishment of key strategies for how we move forward as a District to improve achievement outcomes for all students as it relates to graduation. The identification of strategies targeted at increasing the percentage of students who attain the required credits for graduation is an important factor in contributing to a Culture of Innovation and Culture of Caring through increased graduation success for all students in all programs.

CONTEXT:

3. Research has shown that the successful completion of 16 credits by the end of grade 10 keeps students on track to graduate with their peers and less likely to drop out of school (King et al., 2005). As such, credit accumulation has served as a key indicator of the Ministry of Education's Student Success/Learning to 18 initiative since its inception in 2003. A student is deemed to be "on track" to graduate with their peers within five years of commencing secondary school if they have accumulated at least: eight (8) credits by the end of grade 9, 16 credits

by the end of grade 10, and 23 credits by the end of grade 11. A minimum of 30 credits is required for graduation from Grade 12.

4. Historically, as part of the *Annual Student Achievement Report (ASAR)*, the OCDSB reports credit accumulation rates for students completing grades 9, 10, and 11. For several years, this data has been disaggregated for specific groups of students including English Language Learners (ELL), students who identify as Indigenous (INDG), students with special education needs (SPED) and students residing in lower-income neighbourhoods (SES). This year, for the first time, the credit accumulation data has been analyzed using District-level identity data, collected during the 2019-2020 school year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-reported Indigenous identity, race, gender identity, and disability from the *Valuing Voices – Identity Matters! Student Survey*.

KEY CONSIDERATIONS:

Analysis & Reporting of Credit Accumulation Data

5. This year marks the first opportunity to be reporting on identity-based data in relation to student outcomes using the Data Standards. With each report that is generated, and through the discussions with the Technical Advisory Group, staff continue to learn through this process and to adapt our approach to analysis and reporting, as necessary. In this report, for example, there has been a shift from reporting results based on exclusive groups of students (as was the case in the suspension report) to inclusive groups.

Collection and Reporting of Identity Based Data

6. The OCDSB has a commitment to improving equity of access and opportunity for all students. The collection of identity-based data that resulted from this commitment 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; and
 - (iii) to enhance the District's capacity to serve its increasingly diverse student population and client communities.

This is the second in a series of reports that begins to look at barriers to student achievement 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.

7. 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).

Bringing Together the Data Sets

8. A QuantCrit framework (Gillborn, Warmington & Demack, 2018) has continued to guide the approach to the 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).
9. Three years of pooled data (2017-2018, 2018-2019, and 2019-2020) have been used to maximize reporting for as many aspects of identity as possible. The total number of students in the merged grade 10 credit accumulation data file was 16,472, 9,654 (59%) of whom also participated in the Valuing Voices student survey.

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 credit accumulation, 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.

Measuring Equity: Overview of Findings

11. For the benefit of the reader, Appendix A presents more detailed results and explains some of the more detailed technical/methodological elements of analysis that are requirements under the provincial Data Standards. Highlights for the full grade 10 student population include pooled over a three-year period (2017-2018 through 2019-2020) include:
 - grade 10 credit accumulation rates have been relatively stable, with slight fluctuations ranging from a low of 79% in 2017-2018 to a high of 83% in 2019-2020 (cohort sizes are approximately 5,500 students in any given year);
 - closer attention needs to be paid to progression towards graduation for specific groups of students. Specifically, students with special education needs, ELLs, students residing in lower income neighbourhoods, and Indigenous students have a lower likelihood of earning 16 credits by the end of grade 10 compared to their peers.
12. For the first time, credit accumulation data combined with Valuing Voices Identity Matters data was disaggregated by Indigenous identity, race, gender identity and disability. This disaggregated credit accumulation data forms a baseline against which progress can be measured over time. Results of this analysis yielded the following:
 - Grade 10 students who self-identified as Indigenous on the *Valuing Voices* survey were 0.77 times less likely to earn 16 credits by the end of grade 10 compared to their peers; students from First Nation, Métis, and Inuit

communities were all underrepresented in the data relative to their representation in the population of grade 10 students;

- Grade 10 Indigenous, Black, Middle Eastern, and Latino students were underrepresented in the credit accumulation data given their relative size in the overall grade 10 student population (disproportionality rates ranging from 0.85 to 0.92, respectively). They were also less likely than other students to earn 16 credits by the end of grade 10 (disparity rates ranging from 0.85 to 0.88);
- Compared to their representation in the grade 10 student population, students who identified as trans girl/woman, not sure, gender fluid, non-binary, and gender non-conforming were less likely to attain 16 credits by the end of grade 10 (disproportionality rates ranging from 0.83 to 0.91, respectively);
- Student who self-identified as having a disability(ies) are slightly under-represented in the credit accumulation data with a disproportionality rate of 0.97 compared to students who did not identify as having any form of disability. Disparity ratios for students with specific disabilities ranged from 0.77 for students who identified as having an (undisclosed) disability to 1.10 for students who self-identified having mobility issues.

13. Next Steps

Promoting Engagement and Connectedness to Learning

As part of the Ministry of Education's Student Success/Learning to 18 initiative, students who do not successfully complete 16 credits by the end of grade 10 are at risk of leaving school prior to graduation and becoming disengaged in learning. Student re-engagement is a key strategy of the initiative and coordinated through the District's Student Success Lead whereby Student Success Teachers (SSTs) provide direct intervention support to students who are behind in credit attainment through credit intervention and credit rescue.

To foster a school culture where students' sense of belonging is promoted through a strong partnership between students, staff, and community, the District has recently implemented the following:

- Indigenous and Black Students Graduation coaches program which are showing early indications of having a positive impact on student success through increased credit accumulation and overall well-being;
- a Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits. The success of this program has led to an expanded focus to support Black students – this initiative will be implemented in the summer of 2021; and
- the Student Achievement Through Inquiry (S.A.T.E) project which brings children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community."

In addition, both the OCDSB *Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key strategies that will be undertaken to foster these environments, including the:

- establishment of targets for all students to increase graduation success in all pathways;
- release of Annual Equity Report to identify and document progress made in eliminating disparity of outcomes for Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities in graduation;
- establishment of an Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on some of the key accountability measures including graduation rates, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status.

RESOURCE IMPLICATIONS:

14. 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*.
15. The District receives annual funding from the Ministry of Education to support student success. Much of the funding is targeted for staffing (i.e., Student Success Lead, Student Success Teachers in each secondary school, and intermediate Student Success Teachers in sites offering grades 7 and 8), however, a portion of the funds is distributed to schools. The initiative involves ongoing monitoring of student achievement and progress towards successful completion of high school (e.g., pass rates in key subject areas and courses, credit accumulation, and completion of the compulsory community service hours and literacy requirements).
16. A Technical Advisory Group has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. To date, TAG has met twice - prior to the release of the suspension report in November and prior to the release of this report. This group provides a forum for engaging community organizations in ongoing input/dialogue regarding research methodology and statistical analysis of identity data.
17. 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, both 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 - Detailed Results of Findings-Student Achievement Focus on Grade 10
Credit Accumulation

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Student Achievement: Focus on Grade 10 Credit Accumulation

As part of the *Annual Student Achievement Report* (ASAR), the OCDSB releases credit accumulation rates for students completing grades 9, 10, and 11. In addition to overall credit accumulation rates, this data is disaggregated for specific groups of students including English Language Learners (ELL), students who identify as Indigenous (INDG), students with special education needs (SPED) and students residing in lower-income neighbourhoods (SES). This is the first year that credit accumulation data has been analyzed using District-level identity data collected during the 2019-2020 school year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-identified Indigenous identity, race, gender identity, and disability as reported in the *Valuing Voices – Identity Matters! Student Survey*. The disaggregation of credit accumulation data in this way allows us to focus our examination of the data through an equity lens, assisting in the identification of patterns and trends that may indicate racial inequity. Ultimately, this serves as a basis for discussions with the broader community to develop strategies to eliminate systemic barriers and biases that may be contributing to inequitable outcomes for students.

Why Credit Accumulation

Credit accumulation has served as a key indicator of the Ministry of Education's Student Success/Learning to 18 initiative since its inception in 2003. A student is deemed to be "on track" to graduate with their peers within five years of commencing secondary school if they have accumulated at least: eight (8) credits by the end of grade 9, 16 credits by the end of grade 10, and 23 credits by the end of grade 11. A minimum of 30 credits is required for graduation from grade 12. The ASAR has historically included an overview of credit accumulation over a 3- or 5-year period in an effort to help identify emerging trends of student achievement over time. Where there are fewer than 10 students, data have been suppressed to protect the privacy of individuals; this practice is consistent with EQAO reporting guidelines.

The focus of this report is on grade 10 credit accumulation rates only. Data is presented in the following ways to allow for some comparability of results to previous years and to support the transition to align reporting with the *Data Standards*. Specifically:

- a) Year-over-year trends of grade 10 credit accumulation rates for the most recent five (5) cohorts of grade 10 students, and the disaggregation of 2019-2020 data by gender, for English language learners, students identified with special education needs, those residing in lower income neighbourhoods, and those who self-identify as. The reporting of this data is based on Trillium information and most closely resembles what has been reported in the ASAR in recent years.

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- b) Grade 10 credit accumulation data from 2017-2018, 2018-2019, and 2019-2020 was pooled to overcome challenges related to suppression of identity categories from the *Valuing Voices* survey where there were fewer than 10 students. Given that this information is based on a subset of the student population, additional analyses were undertaken using the full comparative population of students (Trillium) to provide additional context.

What we know

Research conducted in the Ontario context has shown that students who do not attain 16 credits by the end of grade 10 are at increased risk of dropping out of school and less likely to graduate with their peers (King et al., 2005; Zegarac & Franz, 2007). More recent studies have reported that students from minoritized racial groups, students with special education needs, and gender diverse students accumulate fewer required credits compared with their peers or experience lower rates of graduation. Clandfield (2014), for example, found that students with Local IEP were falling behind in credit accumulation (7 credits by Grade 9) compared to all TDSB students, and that the cohort graduation rate was found to be lower for students with behavioral and learning disabilities. Another study conducted by the TDSB (2017) found variation in graduation rates across different racial groups. Specifically, students identifying as East Asian, South Asian, and Southeast Asian (96%, 92%, and 90% respectively) exhibiting the highest graduation rates, and those identifying as Latin American, Black, or Mixed exhibiting the lowest (76%, 77%, and 84% respectively). This study also found that heterosexual students were more likely to graduate (88%) compared to LGBTQ2S+ (78%). Using data provided by the TDSB, a study undertaken by York University (2017) found five-year cohort graduation rates of 69% for students who identified as Black, compared to 84% of those identifying as White. Black students were also twice as likely as their White peers to drop out of high school before graduating or returning for an additional year. Analyses of OCDSB data has consistently shown grade 10 credit accumulation rates to be lower for some groups of students, most notably students who self-identify as Indigenous, students with special education needs, ELLs, and students residing in lower income neighbourhoods, putting them at an increased risk of leaving school before they graduate or not graduating with their peers (ASAR, 2019). During the consultation sessions held in June 2019, we also heard from students, parents, and community members that systemic barriers make progress to graduation difficult for minoritized students.

In the United States., the National Center for Education Statistics (NCES, 2017) found that graduation rates for students with disabilities to be much lower (67%) compared to all students (85%). Similarly, lower graduation rates were also reported for American Indian/Alaska Native (72%), Hispanic (80%) and Black (78%) students compared to White (89%). The U.S. National Education Association (NEA, 2009) has also reported that intense bullying and harassment of gender diverse students in high school led to declining academic performance and increased truancy and dropouts.

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It is important to note that while methodologies may differ across studies and regions, the trends are fairly consistent. That is, some groups of students do face barriers as they progress towards graduation. As a system, it is our responsibility to ensure that the practices and systems in place are not contributing to this inequity.

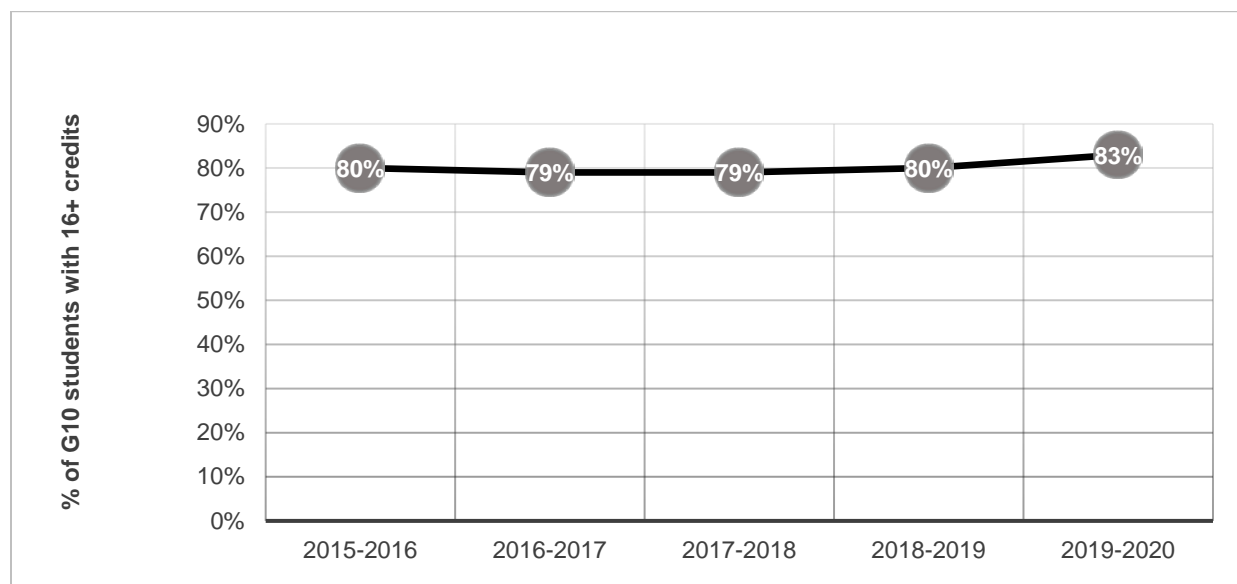
Key Findings: Overall Results in Grade 10 Credit Accumulation

This section of the report provides an overview of credit accumulation rates for the full population of grade 10 students over a five-year period, and for specific groups of students (i.e., students who self-identified as Indigenous, those with special education needs (excluding gifted), students residing in lower-income neighbourhoods, and English language learners) in 2019-2020¹.

Overall Grade 10 Credit Accumulation Rates

Figure 1 shows annual grade 10 credit accumulation rates for each of the past five years. Rates have remained relatively stable over this time period, ranging from a low of 79% in 2017-2018 to a high of 83% in 2019-2020 (cohort sizes are approximately 5,500 students in any given year). District rates have been comparable to provincial rates over this time period. Table 1 provides additional information.

Figure 1. Grade 10 Credit Accumulation Trends



¹ The source of data for this section is the Trillium Student Information System.

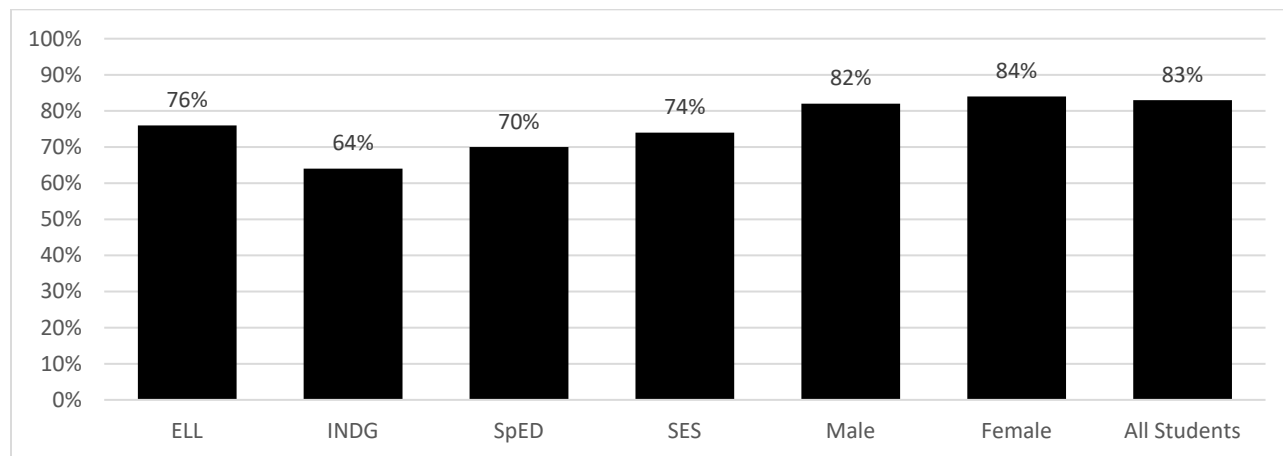
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Table 1: Distribution of Grade 10 Students across each of Three Cohorts

| Cohort | Grade 10 Enrollment (N) | Grade 10 Students with 16+ credits (N) | Grade 10 Students with 16+ credits (%) |
|---------------------------|--------------------------------|---|---|
| 2017-2018 | 5,376 | 4,234 | 79% |
| 2018-2019 | 5,495 | 4,389 | 80% |
| 2019-2020 | 5,601 | 4,657 | 83% |
| Combined 3 Cohorts | 16,472 | 13,280 | 81% |

Grade 10 Credit Accumulation Rates for Specific Groups of Students.

When disaggregated for specific groups of students, the lowest grade 10 credit accumulation rates in 2019-2020 were found for those who self-identified as Indigenous (First Nations, Inuit and Métis; 67 of 104), those with special education needs (excluding gifted; 1,316 of 1,688), students residing in lower-income neighbourhoods (1,004 of 1,366), and English language learners (926 of 1,215) (see Figure 2). Credit accumulation rates for males (2,297 of 2,804) and females (2,360 of 2,796) were similar. Although the rates themselves have fluctuated over time, these trends have persisted.

Figure 2: 2019-2020 Grade 10 Credit Accumulation Rates for Specific Groups of Students

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Through a New Lens: Measuring Equity

The analysis of credit accumulation data continues to be guided by the *Anti-Racism Act* (2017), *Data Standards for the Identification and Monitoring of Systemic Racism* (2018), and the QuantCrit Framework (Gilborn et al., 2018). Through the collection of identity data and application of the Standards, we have the ability to shine a light on aspects of identity that have not been available to us in the past, and to examine issues of equity in educational outcomes for students in a new way. Specifically, *disproportionality* and *disparity* indices help us to quantify the difference in student achievement and through the application of thresholds, interpret meaning:

- **Disproportionality** is a measure of a group's overrepresentation or underrepresentation in a program, service, or function, relative to their representation in the reference population. In the case of this report, it answers the question: *Which groups of students are over/underrepresented in the group of students who are on track to graduate within 5 years of starting high school?*
- **Disparity** is a measure of group differences in outcomes, and answers the question: *Which groups of students have a lower/greater likelihood of being on track to graduate within 5 years of starting high school?*²

Each of these indices offers unique insight into measuring equity. As a result, both are reported where suppression thresholds have been met and reliable estimates can be produced.

To honour the voices of all survey participants for whom we have grade 10 credit accumulation, disproportionality and disparity calculations reflect inclusive groups. This means that if a student selected more than one response option for the same question, they are reflected in each response category for that item. For disparity calculations, groups have been compared to “all other” students in the case of race and gender identity, or to a group of students who do not identify as Indigenous or as having a disability³.

Grade 10 Credit Accumulation by Student Demographics

This section of the report examines grade 10 credit accumulation for different groups of students based on student demographics 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.

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.

³ Additional information can be found in the Technical Considerations section of this document.

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Results for this section of the report are based on three years of pooled data (2017-2018, 2018-2019, and 2019-2020) in order to maximize reporting for as many aspects of identity as possible. The total number of students in the merged grade 10 credit accumulation data file was 16,472, 9,654 (59%) of whom also participated in the Valuing Voices student survey. This pooled data set was more heavily comprised of students who completed grade 10 in 2019-2020 (39%), followed by students who completed grade 10 in 2018-2019 (35%), and in 2017-2018 (27%). Data for the full population is presented first, followed by a spotlight on the Valuing Voices data. Additional information, including tables containing numbers, percentages, disproportionality and disparity indices for the Valuing Voices data can be found in the technical considerations at the end of this document.

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 face barriers to graduation. As a key indicator as to whether or not students are at risk of dropping out of school before graduating or not on track to graduate with their peers, examination of grade 10 credit accumulation data provides an opportunity to intervene and support these students as they progress through their schooling.

The data supports these concerns and indicates that some students are at an elevated risk of not graduating within five (5) years of starting secondary school. The figure on the following page displays disproportionality indices for each group of students examined, indicating which groups are overrepresented (values greater than 1.0) and underrepresented (values less than 1.0) in the group of students who are on track to graduate within five years of starting high school⁴.

While thresholds have not yet been established for the OCDSB, the likelihood of producing disproportionality and disparity values that are precisely 1.0 is extremely small. For purposes of this report, staff have interpreted the data from the viewpoint of an absolute value of 1.0, but would invite the reader to consider alternate interpretations of the information. For example, if a threshold were to be established such that any value between 0.90 and 1.10 were deemed to indicate equal likelihood that a student will earn 16 or more credits by the end of grade 10, how does that alter the interpretation or narrative?

Finally, it is important to 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.

⁴ In this case, full population refers to: (i) students for whom we have grade 10 credit accumulation data (2017-2018, 2018-2019, and 2019-2020) for the Trillium demographics; and (ii) students for whom we have grade 10 credit accumulation data for the three years under investigation and Valuing Voices data.

Compared to all students in the same cohort(s), how likely is it a student from THIS group will be "on track" to graduate (i.e., will have earned 16 or more credits) at the end of Grade 10?

*****Note:** To provide some indication of overall trends in District-level outcomes for gender identities other than Boy/Man and Girl/Woman consistently across identity-based reports, as they are frequently subject to suppression due to small student counts, a 'Gender Diverse' group was fashioned that includes all other response options [listed above], with the exception of 'Not Sure'.

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English Language Learners

Students identified at ESL or ELD STEPS 1 through 6 in the Trillium Student Information System are considered to be ELL; all other students are not. Valuing Voices data for first language spoken has not yet been analyzed.

Based on three years of pooled data from Trillium, approximately 20% of the OCDSB grade 10 student population was identified as an English language learner (3,325 of 16,472), yet accounted for 17% (2,323) of students who achieved 16 or more credits. The overall grade 10 credit accumulation rate for ELLs was 70% compared to 83% for non-ELLs, reflecting an underrepresentation of ELLs in the grade 10 credit accumulation data⁵, and a lower likelihood of graduating within 5 years.

Figure 3. Distribution of English Language Learners (2018-2020)

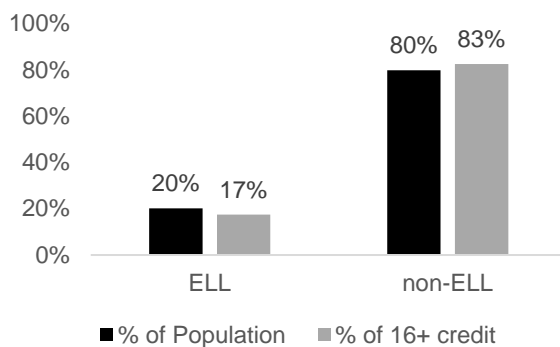
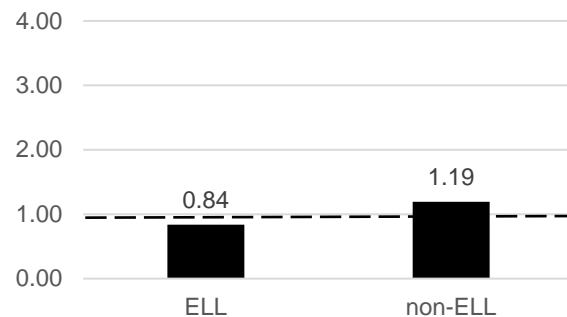


Figure 4. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



⁵ The expected credit accumulation achievement rate (i.e., disproportionality rate) is "1". A disproportionality ratio of "1" reflects a perfect representation (i.e., having equal chance of achieving required credits) in the credit accumulation data based on the relative size of a specific group of students in the overall population.

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Students Residing in Lower-income Neighbourhoods (LowSES)

Student postal codes from Trillium were matched to 2018 Taxfiler data from Statistics Canada. Postal code groupings where the % of families with school-aged children living below the Low-Income Measure was higher than for the City of Ottawa as a whole, were classified as residing in a lower income neighbourhood.

Based on Trillium data, approximately 28% of OCDSB grade 10 students lived in lower-income neighbourhoods (Low-SES; 4,073 of 14293), yet accounted for 25% (2,768) of students who achieved 16 or more credits. Just over two-thirds (68%) of all low-SES grade 10 students earned at least 16 credits by the end of their grade 10 year, compared to 81% of other students. This reflects an underrepresentation of students from lower SES backgrounds in the grade 10 credit accumulation data⁶, and a lower likelihood of being on track to graduate with their peers.

Figure 5. Distribution of LowSES Learners (2018-2020)

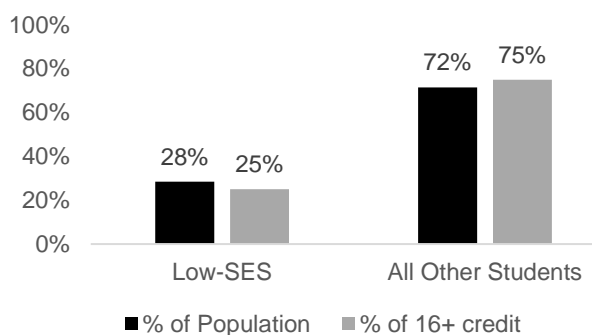
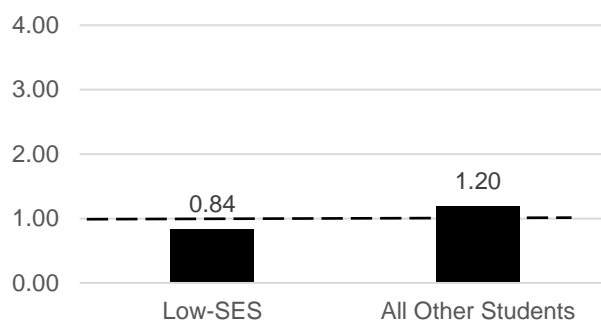


Figure 6. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



⁶ The expected credit accumulation achievement rate (i.e., disproportionality rate) is "1". A disproportionality ratio of

"1" reflects a perfect representation (i.e., having equal chance of achieving required credits) in the credit accumulation data based on the relative size of a specific group of students in the overall population.

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Gender Identity

The Trillium Student Information System currently only allows for the reporting of gender as a binary construct. For reporting on additional gender identities, please refer to the Spotlight on Valuing Voices at the end of this section and on pg. 20.

The distribution of males and females in the OCDSB grade 10 student population (Trillium) was relatively even (male students=8,266; female students=8,205), with credit accumulation rates of 79% and 83%, respectively. Male students accounted for 49% (6,494) of those who achieved 16 or more credits compared to 51% of female students (6,786). This reflects a slight underrepresentation of male students in the grade 10 credit accumulation data, and lower likelihood of achieving 16 or more credits compared to female students.

Figure 7. Distribution of Students by Gender (2018-2020)

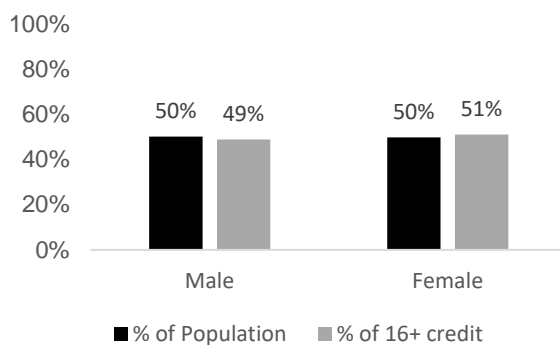
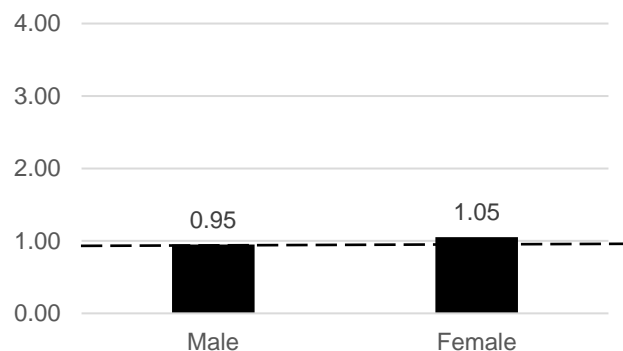


Figure 8. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



Spotlight on Valuing Voices: Gender Identity

The following highlights are based on 8,057 students who responded to the gender identity question and who had earned a minimum of 16 credits by the end of their grade 10 year (2018-2020) (additional details can be found on pg. 20):

- ☞ Students who identified as **trans girl/woman, not sure, gender fluid, non-binary**, and **gender non-conforming** were underrepresented in the group of students who were on track to graduate within five years of starting high school (disproportionality rates ranging from 0.83 to 0.91, respectively).
- ☞ Trends for students who identified as Boy/Man or Girl/Woman were similar to those for the District as a whole.

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Indigenous Identity

The Trillium Student Information System currently allows for the reporting of Indigenous self-identification from a single community (i.e., First Nation, Métis, or Inuit). Historical reporting has combined these communities into a single group to limit data suppression. For reporting on distinct Indigenous communities, please refer to the Spotlight on Valuing Voices at the end of this section and on pg. 19.

Between 2018 and 2020, 2% of the OCDSB Grade 10 student population self-identified as Indigenous (284 of 16,472), yet accounted for only 1% (163) of students who achieved 16 or more credits. The overall grade 10 credit accumulation rate for this group of students over this time period was 57%, compared to 81% of all others. These results reflect an underrepresentation of Indigenous students in the group of students on track to graduate within five years of starting high school, and a lower likelihood of attaining 16 credits by the end of grade 10.

Figure 9. Distribution of Self-Identified Indigenous Students (2018-2020)

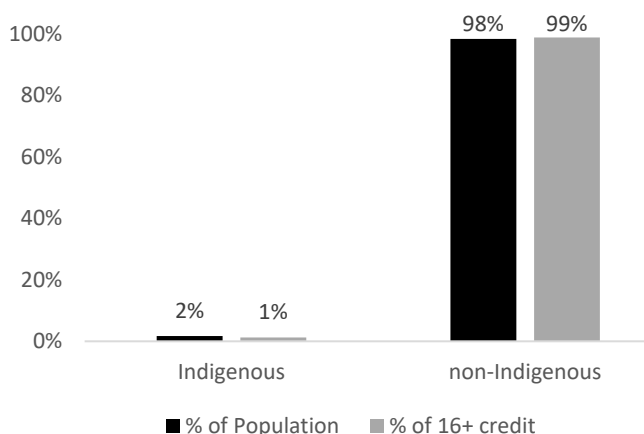
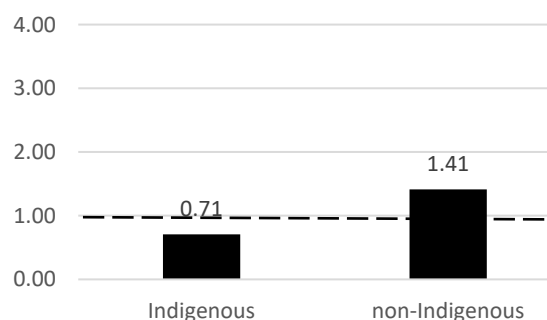




Figure 10. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



Spotlight on Valuing Voices: Indigenous Self-Identification

The following highlights are based on 8,175 who responded to the Indigenous identity question on the Valuing Voices survey and who had earned a minimum of 16 credits by the end of their grade 10 year (additional details can be found on pg. 19):

-  Students who self-identified as **First Nation, Métis, and/or Inuit** were underrepresented in the group of students who had earned at least 16 credits by the end of grade 10 (disproportionality rates ranging from 0.74 to 0.85, respectively).
-  Trends for the combined group of Indigenous identities were consistent with those observed in the full population of grade 10 students.

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Race***Spotlight on Valuing Voices: Race***

The following highlights are based on the 8,074 students who responded to the question about race on the survey and who had earned a minimum of 16 credits by the end of their grade 10 year (additional details can be found on pg. 20):

- ✎ Students who identified as **Indigenous, Black, Middle Eastern, and/or Latino** were underrepresented in the group of students on track to graduate within five years of starting high school (disproportionality rates ranging from 0.85 to 0.92, respectively). Similarly, they had a lower likelihood of earning 16 credits by the end of grade 10 (disparity rates ranging from 0.85 to 0.88).
- ✎ Students who identified as **East Asian, South Asian, and White** were overrepresented in the credit accumulation data (disproportionality rates ranging from 1.06 to 1.03), and had a greater likelihood of being on track to graduate with their peers (disparity rates of 1.07 for all three groups).

Disability***Spotlight on Valuing Voices: Disability***

The following highlights are based on the 7,264 students who responded to the disability question and who had earned 16 or more credits by the end of their grade 10 year (additional details can be found on pg. 21):

- ✎ Student who self-identified as having a disability(ies) are underrepresented in the grade 10 credit accumulation data (disproportionality of 0.87), and had a lower likelihood of attaining 16 credits by the end of their grade 10 year (disparity 0.85);
- ✎ Students who identified as having a **disability but chose not to disclose** details, those reporting **addiction** and/or **autism** were most underrepresented (disproportionality rates ranging from 0.71 to 0.78, respectively) and least likely to attain 16 credits by the end of grade 10 amongst the disabilities listed.

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Students with Special Education Needs

The Trillium Student Information System captures information for students who have an IEP and for those identified with an exceptionality. Historical reporting has been based on students with an IEP regardless of whether or not they have been through the IPRC process; students with a Gifted exceptionality have been excluded from this group, in alignment with Ministry reporting practices.

Students with special education needs accounted for 22% (3,620 of 16,472) of the OCDSB grade 10 student population between 2017-2018 and 2019-2020, inclusive, yet accounted for only 18% (2,395) of students who were on track to graduate by the end of the grade 10 year. The overall credit accumulation rate for this group of students over this time period was 66%, compared to 85% of students without special education needs. This reflects an underrepresentation of students with special education needs, and a lower likelihood of earning 16 credits by the end of grade 10.

Figure 11. Distribution of Students with Special Education Needs (2018-2020)

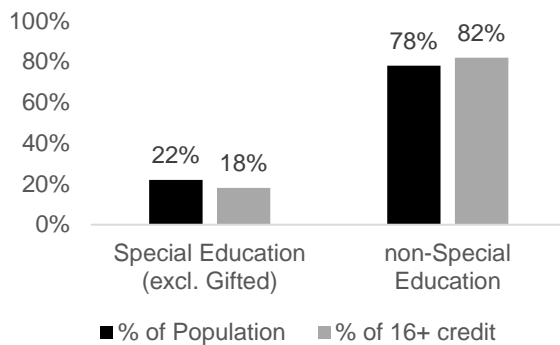
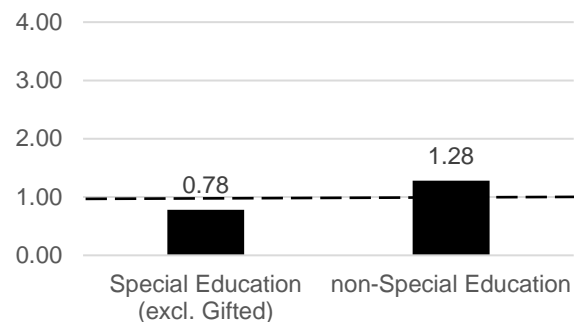


Figure 12. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



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Summary and Next Steps

Grade 10 credit accumulation data has been an important indicator of student success, serving as a proxy for “on-time” graduation (i.e., within five years of starting high school). As part of the Ministry of Education’s Student Success/Learning to 18 initiative, students who do not successfully complete 16 credits by the end of grade 10 are at risk of leaving school prior to graduation and becoming disengaged in learning. Student re-engagement is a key strategy of the initiative and coordinated through the District’s Student Success Lead. Specifically, the OCDSB provides programming support through Student Success Teachers (SSTs) where SSTs provide direct intervention support to students who are behind in credit attainment and at risk of not graduating high school. As part of this program, the OCDSB has received a funding allocation to support secondary schools in hiring occasional teachers to support credit intervention and credit rescue initiatives.

The analysis of grade 10 credit accumulation data in connection with identity based data from 2018-2019 reinforces the fact that a closer attention needs to be paid to progression towards graduation for specific groups of students. Specifically, students most at risk of not earning 16 credits by the end of grade 10 include those who self-identified as:

- First Nation, Métis, and/or Inuit (i.e., Indigenous identity)
- Indigenous, Black, East Asian, and Middle Eastern (i.e., race)
- transgirl, not sure, gender fluid, non binary, non conforming, (i.e., gender identity)
- having a disability, particularly those reporting addiction and autism (i.e., disability)

on the Valuing Voices student survey, as well as students with special education needs, ELLs, students residing in lower income neighbourhoods.

The OCDSB undertakes key initiatives that target narrowing gaps for specific groups of students and removing systemic barriers to their success. As one of these critical initiatives, in January 2020, a professional learning community was built to support eight secondary schools demonstrating the highest percentage of students not achieving 16 credits by the end of grade 10. School teams were established to conduct monthly meetings to collaborate on strategies focusing on specific groups of students to build learning experiences catered to the needs of these students.

Creating Optimal Conditions for Learning

A longitudinal study conducted by Niehaus, Irvin, and Rogelberg (2016) reported that feelings of connectedness and engagement have a significant impact on graduation rates in high schools. Recognizing the importance of engagement and connectedness in promoting students’ graduation success, the OCDSB commits to foster a school culture where students’ sense of belonging is promoted through a strong partnership between students, staff, and community. One initiative recently introduced in the

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OCDSB to support this work is the Indigenous and Black Students Graduation coaches program. Although recently implemented, there are early indications that this model is having a positive impact on student success through increased credit accumulation and overall well-being. Through the Continuing Education Department, a Summer Learning Program was made available to support Indigenous students in the attainment of credits this past year. The success of this program has led to an expanded focus to support Black students – this initiative will be implemented in the summer of 2021. Finally, the Student Achievement Through Inquiry (S.A.T.E) project uses factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." This particular project involves 14 OCDSB schools (elementary and secondary) and focuses on the following factors: achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of pupil's voice; and celebration of cultural diversity.

In addition, both the OCDSB *Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key strategies that will be undertaken to promote a stronger sense of belonging and champion high learning expectations for all students in all programs. Some of these include:

- the establishment of targets for all students to increase graduation success in all pathways;
- the release of Annual Equity Report to identify and document progress made in eliminating disparity of outcomes for Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities in graduation;
- the establishment of an Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on some of the key accountability measures including credit accumulation and graduation rates, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status.

Data Analysis and Reporting

This year marks the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards. With each report that is generated, and through the discussions with the Technical Advisory Group, we continue to learn and grow through this process and our approach to analysis and reporting. An example of this is the shift from reporting based on exclusive groups (as was the case in the suspension report) to inclusive groups.

Additional analyses will need to be undertaken to explore credit accumulation data for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language,

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ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation. 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.

It is also important to note that credit accumulation is one indicator of student success. Exploration of achievement data from multiple angles is required to gain insight into the barriers that exist for students. For example, in terms of credit accumulation, understanding which courses pose the greatest challenges for students is best understood through an analysis of pass rates and the percentage of students meeting the provincial standard in specific courses and pathways. Historically, lower pass rates have been observed in applied level courses and in some compulsory level courses at the grade 10 level (e.g., Civics and Careers) – this has been the case at both the District and the provincial level. This topic will be further explored in a spring 2021 report that looks at secondary achievement and streaming.

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.

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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 credit accumulation, 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).

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Based on the feedback from the Technical Advisory Group (TAG), credit accumulation results are being reported based on inclusive groups. This allows to reflect all voices participated in the Valuing Voices survey.

Combining Cohorts to Reduce Data Suppression. To overcome challenges related to suppression of identity categories with fewer than 10 students, grade 10 credit accumulation data from 2017-2018, 2018-2019, and 2019-2020 were combined. This applies to both the population data and the subset of students who participated in the Valuing Voices student survey. In so doing, it allows us to report on more identity categories than we would otherwise be able to do with a single year of data (i.e., 2019-2020). An additional consideration is the sample size required to produce reliable estimates of disparity and disproportionality (i.e., 10 respondents with a minimum of 16 credits, 30 respondents in each response category for whom we have grade 10 credit accumulation). As an example, the following table provides an overview of the total number of respondents with grade 10 credit accumulation data for self-identified Indigenous identity response options across each of the past three years.

Table 2: The total number of self-identified Indigenous students with G10 credit accumulation data:

| | 1-year data | 2-year data | 3-year data |
|---------------------|---------------------|-------------------|------------------|
| | 2018-2019 data Only | + 2017-2018 data | + 2019-2020 data |
| First Nation | 43 | 80 | 153 |
| Inuit | 17 (insufficient) | 22 (insufficient) | 36 |
| Métis | 30 | 50 | 85 |

Benchmarks and Reference Groups. For purposes of this report, calculations of disproportionality use the population of grade 10 students across 3 cohorts (i.e., 2017-2018, 2018-2019, 2019-2020) 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” relevant respondents (i.e., any respondent not included in the target group for whom we have grade 10 credit accumulation data) 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 eligible 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.

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

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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/chance for the specific group and the benchmark group (same risk). A value greater than 1.0 reflects a higher risk/chance for the specific group. A value less than 1.0 reflects a lower risk/chance 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. Consistent with the suspension report, this rule has been applied to the reporting of credit accumulation data.

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.

Tables 3 through 6 below provide details about the subset of students for whom we had grade 10 credit accumulation information across the three cohorts (2017-2018 through 2019-2020) and who participated in the Valuing Voices survey. Information is presented first for all students, then for each response option. In the case of Indigenous identity, dichotomous groupings were created to facilitate disparity calculations.

Table 3: Spotlight on Indigenous Identity

| INDIGENOUS IDENTITY | G10, 2017-'18, 2018-'19, 2019-'20 CA data | | | | % in All students | Disproportionality (16+) | Disparity vs. Not INDG |
|---|---|--------------------------------|--------------------------------|--------------|-------------------|--------------------------|------------------------|
| | # Total | # of students with 16+ credits | % of students with 16+ credits | % in 16+ | | | |
| Grade 10 Credit Accumulation (2018-2020) | 9,440 | 8,175 | 86.6% | 86.6% | | | |
| Not_INDG | 9,144 | 7,980 | 87.3% | 97.6% | 96.9% | 1.01 | 1.00 |
| INDG | 318 | 211 | 66.4% | 2.6% | 3.4% | 0.77 | 0.76 |
| First Nation | 194 | 125 | 64.4% | 1.5% | 2.1% | 0.74 | 0.74 |
| Metis | 117 | 86 | 73.5% | 1.1% | 1.2% | 0.85 | 0.84 |
| Inuit | 57 | 42 | 73.7% | 0.5% | 0.6% | 0.85 | 0.84 |

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Table 4: Spotlight on Race

| RACE | G10, 2017-'18, 2018-'19, 2019-'20 CA data | | | | % in All students | Disproportionality (16+) | Disparity vs. All Other |
|---|---|--------------------------------|--------------------------------|----------|-------------------|--------------------------|-------------------------|
| | # Total | # of students with 16+ credits | % of students with 16+ credits | % in 16+ | | | |
| Grade 10 Credit Accumulation (2018-2020) | 9,307 | 8,074 | 86.8% | | | | |
| Black | 831 | 632 | 76.1% | 7.8% | 8.9% | 0.88 | 0.87 |
| East Asian | 1,101 | 1,016 | 92.3% | 12.6% | 11.8% | 1.06 | 1.07 |
| Indigenous | 205 | 151 | 73.7% | 1.9% | 2.2% | 0.85 | 0.85 |
| Latino | 258 | 206 | 79.8% | 2.6% | 2.8% | 0.92 | 0.92 |
| Middle Eastern | 1,232 | 955 | 77.5% | 11.8% | 13.2% | 0.89 | 0.88 |
| South Asian | 826 | 760 | 92.0% | 9.4% | 8.9% | 1.06 | 1.07 |
| South East Asian | 374 | 325 | 86.9% | 4.0% | 4.0% | 1.00 | 1.00 |
| White | 5,514 | 4,915 | 89.1% | 60.9% | 59.2% | 1.03 | 1.07 |
| Another Race Not Listed | 179 | 158 | 88.3% | 2.0% | 1.9% | 1.02 | 1.02 |

Table 5: Spotlight on Gender Identity

| GENDER IDENTITY | G10, 2017-'18, 2018-'19, 2019-'20 CA data | | | | % in All students | Disproportionality (16+) | Disparity vs. All Other |
|---|---|--------------------------------|--------------------------------|----------|-------------------|--------------------------|-------------------------|
| | # Total | # of students with 16+ credits | % of students with 16+ credits | % in 16+ | | | |
| Grade 10 Credit Accumulation (2018-2020) | 9,283 | 8,057 | 86.79% | | | | |
| Boy/Man | 4248 | 3609 | 85.0% | 44.8% | 45.8% | 0.98 | 0.96 |
| Gender Fluid | 63 | 48 | 76.2% | 0.6% | 0.7% | 0.88 | 0.88 |
| Nonconforming | 62 | 49 | 79.0% | 0.6% | 0.7% | 0.91 | 0.91 |
| Girl/Woman | 4685 | 4159 | 88.8% | 51.6% | 50.5% | 1.02 | 1.05 |
| Non Binary | 93 | 73 | 78.5% | 0.9% | 1.0% | 0.90 | 0.90 |
| Questioning | 92 | 79 | 85.9% | 1.0% | 1.0% | 0.99 | 0.99 |
| Transboy | 69 | 57 | 82.6% | 0.7% | 0.7% | 0.95 | 0.95 |
| Transgirl | 36 | 26 | 72.2% | 0.3% | 0.4% | 0.83 | 0.83 |
| Two Spirit | 34 | 31 | 91.2% | 0.4% | 0.4% | 1.05 | 1.05 |
| Another Gender Identity Not Listed | 137 | 123 | 89.8% | 1.5% | 1.5% | 1.03 | 1.03 |
| Not Sure | 45 | 33 | 73.3% | 0.4% | 0.5% | 0.84 | 0.84 |

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Table 6: Spotlight on Disability

| DISABILITY | G10, 2017-'18, 2018-'19, 2019-'20 CA data | | | | % in All students | Disproportionality (16+) | Disparity vs. No DSBL |
|---|--|---|---|-------------|----------------------|-----------------------------|-----------------------------|
| | # Total | # of students with 16+ credits | % of students with 16+ credits | % in 16+ | | | |
| Grade 10 Credit Accumulation (2018-2020) | 8,291 | 7,264 | 87.60% | | | | |
| No Disability | 7,432 | 6,611 | 89.0% | 91% | 90% | 1.02 | 1.00 |
| Those Reporting a Disability | 859 | 653 | 76.0% | 9.0% | 10.4% | 0.87 | 0.85 |
| Addiction | 113 | 77 | 68.1% | 1.1% | 1.4% | 0.78 | 0.77 |
| Autism | 128 | 87 | 68.0% | 1.2% | 1.5% | 0.78 | 0.76 |
| Blind | 75 | 63 | 84.0% | 0.9% | 0.9% | 0.96 | 0.94 |
| Chronic Pain | 87 | 71 | 81.6% | 1.0% | 1.1% | 0.93 | 0.92 |
| Deaf | 56 | 47 | 83.9% | 0.7% | 0.7% | 0.96 | 0.94 |
| Developmental | 46 | 36 | 78.3% | 0.5% | 0.6% | 0.89 | 0.88 |
| Learning | 440 | 328 | 74.5% | 4.5% | 5.3% | 0.85 | 0.84 |
| Mental Health | 333 | 245 | 73.6% | 3.4% | 4.0% | 0.84 | 0.83 |
| Mobility | 38 | 34 | 89.5% | 0.5% | 0.5% | 1.02 | 1.01 |
| Physical | 98 | 80 | 81.6% | 1.1% | 1.2% | 0.93 | 0.92 |
| Speech | 63 | 52 | 82.5% | 0.7% | 0.8% | 0.94 | 0.93 |
| Another Disability Not Listed | 108 | 88 | 81.5% | 1.2% | 1.3% | 0.93 | 0.92 |
| Undisclosed ⁷ | 45 | 28 | 62.2% | 0.4% | 0.5% | 0.71 | 0.70 |

⁷ This includes students who indicated "yes" to having a disability, but did not provide details as to the type.

Key Terms

| Definition | What does it mean in <i>this</i> report? |
|--|--|
| CREDIT ACCUMULATION RATE refers to the proportion of students who earn a designated number of credits within a specific time period. Grade 10 credit accumulation (i.e., attainment of 16 credits by the end of grade 10) is an important indicator as to whether or not a student is on track to graduate within five years of commencing secondary school. | Students who earned at least 16 credits by the end of their grade 10 year (i.e., second year of high school in 2017-2018, 2018-2019, 2019-2020) are represented in the credit accumulation rate. Higher credit accumulation rates indicate a higher occurrence of students who are on track to graduate with their peers. |
| OUTCOMES can be programs, services, or functions. | In this report, our examination focuses on students who earned a minimum of 16 credits by the end of their grade 10 year, by combining data for 2017-2018, 2018-2019, and 2019-2020. |
| DISPROPORTIONALITY is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population. | <p>Disproportionality answers the question: <i>Which groups of students are over/underrepresented in the group of students who are on track to graduate within 5 years of starting high school?</i></p> <p>A value of 1.0 reflects equal representation of earning 16 credits by the end of grade 10 (parity). A value greater than 1.0 reflects overrepresentation, while a value less than 1.0 reflects 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>Which groups of students have a lower/greater likelihood of being on track to graduate within 5 years of starting high school?</i></p> <p>A value of 1.0 reflects equal likelihood of earning 16 credits (no disparity) compared to a benchmark group. A value greater than 1.0 reflects greater likelihood of earning 16 credits, while a value less than 1.0 reflects a lower likelihood of earning 16 credits.</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 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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