



COMMITTEE OF THE WHOLE
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Update on the Indigenous, Human Rights and Equity Roadmap

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PURPOSE:

1. The purpose of this report is to provide the Board of Trustees with a status update on the 2024-2028 Indigenous, Human Rights and Equity Roadmap.

STRATEGIC LINKS:

2. The Roadmap is a plan of action to support the OCDSB's 2023-2027 Strategic Plan pillars of learning, well-being and social responsibility and core value of 'equity, inclusion and accessibility', creating an inclusive culture where every person is valued, diversity is respected, and barriers are identified and addressed, so that all students can achieve equitable outcomes regardless of their circumstances.

CONTEXT:

3. The Roadmap is a companion document to the OCDSB's *Indigenous Education Board Action Plan* and The Ministry of Education *Ontario First Nation, Métis, and Inuit Education Policy Framework*. The Roadmap is also a companion document to the OCDSB P 098 CUR - Equity and Inclusive Education and Ministry of Education [Policy/Program Memorandum No. 119](#), "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools," that requires all boards to have an equity and inclusive education policy. The OCDSB's P 098 CUR reflects the eight areas of focus as directed by the [Equity and Inclusive Education Strategy](#) (2009), PPM No. 119 (2013), and the [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#) (2014).

The Roadmap is also grounded by the following legislation: [Canadian Charter of Rights and Freedom](#), [Ontario Human Rights Code](#), [Ontario Anti-Racism Act](#),

[Ontario Education Act](#), and the [Accessibility for Ontarians with Disabilities Act](#). The Roadmap also represents the OCDSB's commitment to act upon the crucial recommendations of the [Ontario Human Rights Commission's "Dreams Delayed" report](#) on anti-Black racism in education and the Truth and Reconciliation Commission of Canada's Calls to Action regarding Indigenous education and rights.

The Roadmap considers the local voices and realities of students, staff and community members of the District in how it reflects the required areas of focus as itemized in the Ministry of Education's [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#) (2014):

1. Board policies, programs, guidelines, and practices;
2. Shared and committed leadership;
3. School–community relationships;
4. Inclusive curriculum and assessment practices;
5. Religious accommodation;
6. School climate and the prevention of discrimination and harassment;
7. Professional learning; and
8. Accountability and transparency.

In addition to the eight areas, the Roadmap considers the guiding principles of [Equity and Inclusive Education Strategy](#) (2009), and the [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#) (2014):

In essence, equity and inclusive education includes the following key elements: it is a foundation of excellence; it meets individual needs; it identifies and eliminates barriers; it promotes a sense of belonging; it involves the broad community; it builds on and enhances previous and existing initiatives; and, it is demonstrated throughout the system. In addition to the principles of both the Ministry of Education's 2009 Strategy and 2014 Guidelines, the Roadmap represents an additional principle, "centring students," to align with the Board's focused commitment to serving all students in achieving their potential in achievement, well-being and preparation for future pathways.

Following a review of the progress of the 2020-2024 Roadmap, the Compass Direction framing of the 2024-2028 Roadmap was published in August 2024 to confirm the areas of work ahead which represents the outcomes, on-going, and new work emerging from the 2020-2024 Roadmap. Since the inception of the Roadmap operational plan in 2020, OCDSB schools and departments have engaged in designing inclusive, culturally relevant and responsive structures, policies and practices in the Roadmap's six focus areas.

The 2024-2028 Roadmap areas are now referred to as 'Compass Directions' and are summarized below.

➤ **Securing Accountability**

Decision making and critical systems thinking to identify, address and measure transformational shifts in practices through an Indigenous, equity, anti-oppressive and human rights lens.

➤ **Acknowledge and recognize Identity**

Affirmation and alliances across individual and intersecting identities to build trusting learning and working relationships.

➤ **Building Staff Awareness and Capacity**

Agility to unlearn, learn and relearn, apply and embody CRRP, inclusive design, decolonized, anti-racist, equity and inclusive lens to create a safe and welcoming learning and workplace culture.

➤ **Increasing Representation**

Implementing the Equity and Inclusive Hiring policy to build a representative workforce.

➤ **Programming and Supports for Students**

Deep learning and high expectations in a supportive environment to increase well-being and success.

➤ **Engagement and Connectedness**

Trusting relationships to foster a community of belonging.

KEY CONSIDERATIONS:

4. Indigenous Rights and Commitments to Truth and Reconciliation

The inherent rights and unique status of Indigenous Peoples are reflected within the critical practices assigned in each of the 6 Compass Directions.

The Ministry of Education *Ontario First Nation, Métis, and Inuit Education Policy Framework* and the OCDSB's *Indigenous Education Board Action Plan* serve as foundational documents for this work, guiding both implementation and measurement of progress.

In addition to the critical practices assigned within the Compass Direction to reflect Securing Accountability, we will use systems to consistently track, disaggregate, and publicly report on Indigenous student outcomes (e.g., academic achievement, graduation rates, attendance, well-being) and engagement in school activities. This data will be used to identify disparities,

inform targeted interventions, and ensure funding is aligned with student needs and areas of greatest impact.

5. 2024-2028 Roadmap Content

The new 'Direction' set in each of the six areas of the 2024-2028 Roadmap moves the focus from inclusion, equity and Indigenous Education through structures and policies to inclusion, equity and Indigenous Education through critical practices. The 2024-2028 Roadmap prioritizes building, improving and sustaining shifts in our practices to support movement and momentum to foster a more equitable and inclusive learning and workplace.

Using the six Compass Directions of the Roadmap, this update establishes the goals, actions and critical school-based practices. Central department level actions are also reflected to connect with each Compass Direction and goal where they support the success of school-based practices.

All of the goals and practices in each Compass Direction aim to address and remove disproportionalities that exist in outcomes and experiences for underserved groups throughout the OCDSB. The OCDSB acknowledges that the education system was not designed to serve the full diversity of the students, staff and families we serve. As such, and confirmed by data in our most recent learning-related reports focusing on student achievement and well-being, each of the specific practices are intended to achieve a reduction in disparity and improvement in results for under-served groups and progress will be measured against this overarching goal and value of the 2023-2027 Strategic Plan.

6. Focus on Transformational Practices as Levers for Change

As the focus of this renewed Roadmap has moved from structures and policies to practice, there is an emphasis on identifying and making shifts in how we think, operate, and measure success. The Roadmap focuses on driving change across several key levers:

- **Narratives:** Moving from deficit-based assumptions about students and communities to strength-based perspectives; shifting from an individual lens to understanding systemic factors; grounding decisions in evidence and lived experience rather than assumptions; prioritizing equity (meeting diverse needs) over simple equality (treating everyone the same);
- **Access/Equitable Resources:** Ensuring all students have access to high-quality educational resources, including qualified educators skilled in CRRP and inclusive design, equitable school funding, high expectations, advanced curricula reflecting diverse knowledge, and necessary technology;

- **Representation:** Building a workforce that reflects the diversity of our students; ensuring curriculum, pedagogy, and learning resources positively affirm all identities;
- **Expanding Learning Opportunities:** Creating equitable access to culturally relevant programming, mentorship, co-op placements, experiential learning to support pathways, leadership roles, and graduation and successful transition toward post-secondary goals; and,
- **Wellbeing & Academic Outcomes:** Measuring success through improved student well-being (affirmed identity, belonging, engagement), academic achievement, reduced discretionary suspensions, higher graduation rates, positive post-secondary/employment outcomes, and improved attendance.

7. Integration with District Plans and Frameworks

The specific practices listed within each compass area integrate multiple District-level priorities in department plans including, Mental Health, Student Achievement, Math Achievement Action Plan, Student Achievement Plan, and the Indigenous Education Board Action Plan. There will be integration with the expected practices and approaches within the suite of frameworks for teaching and learning in literacy and math, use of emerging technologies, promoting engagement and wellbeing. Progress will continue to be recorded through the Board report updates on Student Learning, Engagement and Wellbeing, and Student Preparedness for Future Success.

8. Specific Practices, Timeframe and Success Indicators

In Appendix B, a segment of the full Roadmap operational plan has been presented to focus on the timeframe and success indicators drafted for each goal area. The segments in Appendix C provide the details of the specific critical practices drafted for each Compass Direction goal.

In this update report, the goals and practices are focused on school based practices demonstrating the current overarching Roadmap priority of building staff capacity. The practices listed within each Compass Direction work to achieve the impacts as described in the Learning, Wellbeing and Social Responsibility priorities within the Strategic Plan, attached as Appendix A.

9. Work Ahead for the 2025-2026 School Year

Moving into next year, the Roadmap will further engage central department staff to set system level actions and practices to continue to build capacity of the system to create and sustain equitable business practices to support increased success of underserved students and families and staff within all of the six areas in the Roadmap. Updates to the Roadmap-specific practices will support the

work of implementation of the elementary programming changes and future programming review processes.

This critical work is shared across the OCDSB with the following responsibility holders:

- Schools (administrators and staff): Implement culturally responsive and identity-affirming practices daily; use data to inform School Priority Learning Plans (SPLPs); build relationships; engage families; respond effectively to equity concerns;
- System leaders (Superintendents of Education(SOE's)): Oversee Roadmap implementation in schools; ensure alignment of school plans, resources, and hiring with equity goals; support and coach principals; monitor progress; and ensure accountability; and
- Central departments (Equity, Employee Services, Program Services, Special Education, Indigenous Education, etc.) embed equity in system-wide frameworks, policies, professional learning, curriculum resources, data analysis, specialized supports, and consistent guidance grounded in equity, human rights, and Indigenous rights principles.

Internal versions of the Roadmap - actions, practices, timelines, key success indicators and points of alignment - have been drafted to share with the responsibility holders. Setting and implementing the operational or work plans for departments, schools and trustees will assist in making progress and measuring success in each goal.

RESOURCE IMPLICATIONS:

10. Resources are accessed through multiple department budgets due to the integrated nature of the Roadmap actions.

COMMUNICATION/CONSULTATION ISSUES:

11. Input and feedback sessions with community and staff will continue each year to review progress and revise actions to be responsive and ensure accuracy and relevancy.

Over the course of the fall and winter, staff were asked to share their feedback and input on the Compass Direction goals and practices. Engagement with the OCDSB community is planned for next school year using a question to gain input on progress and next actions.

Actions and indicators in the Roadmap will continue to be informed by program review activities including consultations and implementation.

GUIDING QUESTIONS:

12. The following question is provided to support the discussion of this item by the Committee:

- How are the goals of the Roadmap prioritized in the decisions and work plan of the trustees?

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APPENDICES

Appendix A OCDSB Strategic Plan overview

Appendix B Compass Direction goals timelines and success indicators

Appendix C i) Specific Practices: Securing accountability

ii) Specific Practices: Acknowledge and recognize identity

iii) Specific Practices: Building staff awareness and capacity

iv) Increasing representation

v) Programming and supports for students

vi) Engagement and connectedness