

Compass Direction: Programming and Supports for Students

Goal: Provide inclusive and culturally relevant programming and support that meet the diverse needs of all students and address systemic inequities in access and outcomes.

Actionable Item 1: Inclusive Program Delivery

Specific Practices:

- Conduct an annual review of school program models (e.g., Special Education, ELD) using disaggregated student placement and outcome data to identify disproportionate representation of Indigenous, Black, or minoritized students;
- Research, pilot, and implement inclusive program delivery options like co-teaching models, strategic in-class support roles, school-wide Universal Design for Learning (UDL) strategies, and differentiated instruction (DI) frameworks;
- Allocate dedicated budget lines and scheduled time for professional learning focused on UDL, DI, co-teaching strategies, and specific approaches for supporting neurodiverse learners and students with disabilities;
- Structure master schedules and meeting calendars to include collaborative planning time for co-teaching pairs and grade/subject teams focusing on inclusive instruction; Develop and implement communication plans to ensure all students and families are aware of, and understand pathways to, enriched programs (e.g., IB, SHSM, AP, specialized arts/tech);
- Review prerequisites and selection criteria for enriched programs annually to identify and remove non-essential barriers hindering access for underrepresented student groups;
- Conduct targeted outreach (e.g., information nights, mentorship connections) for students and families from underrepresented groups regarding enriched program opportunities;
- Track student enrollment, participation, and success rates (disaggregated by identity) in specialized/enriched programs versus segregated settings semesterly/termly;
- Use program enrollment and outcome data analysis to make specific adjustments to program delivery models, student support allocations, and pathway access policies annually; and
- Facilitate the design and implementation of specific co-teaching models (e.g., station teaching, parallel teaching) suitable for the school context, ensuring role clarity and necessary resources for partner teachers.

Actionable Item 2: Culturally Relevant and Responsive Curriculum (CRRP)

Specific Practices:

- Mandate and track participation of all teaching staff in ongoing professional learning focused on CRRP principles, including selecting/integrating content reflecting

Indigenous, Black, and minoritized histories/perspectives, and employing responsive pedagogies;

- Schedule dedicated time (e.g., department meetings, PLCs, PA days) for educators to collaboratively plan, share resources for, and redesign specific curriculum units/courses through an anti-oppressive and culturally relevant lens;
- Actively curate and utilize a diverse range of learning resources, including texts by diverse authors, local community knowledge keepers/guest speakers, and primary sources reflecting multiple perspectives;
- Implement varied assessment strategies (e.g., portfolios, inquiry projects, oral storytelling, performance tasks, student-led conferences) allowing diverse learners to demonstrate understanding in culturally congruent ways;
- Review existing assessment tools and practices to identify and eliminate cultural bias, ensuring tasks reflect diverse contexts and experiences; and
- Require educators to utilize and document consultation with OCDSB-provided guides, checklists, and support materials for vetting and selecting learning resources to ensure alignment with Board policy on equity and inclusion.

Actionable Item 3: Student Supports

Specific Practices:

- Allocate dedicated budget lines, appropriate physical spaces (e.g., private meeting areas), and protected time within staff schedules for targeted support personnel (Indigenous/Black Graduation Coaches, Student Success Coordinators, identity-specific LSTs) to work directly with students and collaborate with staff/families.
- Establish and clearly communicate school-based referral pathways and protocols for regular collaboration (e.g., student success team meetings, shared documentation platforms) between classroom teachers and specialized support staff.
- Ensure support staff providing mentorship, academic assistance, and advocacy utilize culturally affirming and identity-responsive approaches tailored to student needs.
- Implement a consistent method for targeted support staff to confidentially track student engagement, goal progress (academic, well-being, pathway planning), and program outcomes, using aggregated data to report on effectiveness and inform service adjustments.
- Collaborate with the OCDSB Indigenous Education team and Mental Health staff to actively support the implementation and potential expansion of the Feather Carriers program, adhering to cultural protocols and ensuring facilitator readiness.
- Partner with identity-specific OCDSB social work staff to co-develop and integrate specific mental health and well-being curriculum modules/workshops within identity-focused student groups or courses (e.g., Black Student Union, Rainbow Youth Forum).
- Ensure continued provision of evidence-based, identity-affirming support programs (e.g., AFFIRM for 2SLGBTQIA+ students/families) by securing trained facilitators and necessary program resources.

Actionable Item 4: Cultivating Indigenous Community Collaboration and Partnerships for Student Supports

Strengthen ties with Indigenous organizations, Elders, and knowledge holders to increase access to culturally grounded supports and culturally relevant programming for students and families.

Specific Practices:

- **Sustained Community Partnerships:** Maintain and strengthen existing partnerships with key Indigenous community organizations (e.g., Wabano Centre for Aboriginal Health, Inuuqatigiit Centre for Inuit Children, Youth and Families, Odawa Native Friendship Centre) to enhance programming and support services.
- **Cultural Support Pathways:** Establish clear and accessible pathways for Indigenous Elders, Knowledge Keepers, and cultural educators to provide direct support, mentorship, and cultural programming within schools.
- **Integrated Support Services:** Collaborate with community partners to facilitate increased access to culturally grounded mental health supports, well-being services, and traditional healing practices for Indigenous students and their families.
- **Resource Sharing & Co-development:** Engage in reciprocal resource sharing and co-development of programs and materials with Indigenous community partners to ensure authenticity and cultural relevance in educational offerings.