

June 17, 2025

Update: 2024-2028 Indigenous, Human Rights and Equity Roadmap

Committee of the Whole - Report No. 25-026

Chantel Verner, System Principal Indigenous Education

Juliet Robinson, System Principal Equity

Mary Jane Farrish, Superintendent of Education, Equity & Accessibility

Kristin Riddell, Superintendent of Education & Indigenous Education



Land Acknowledgement

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

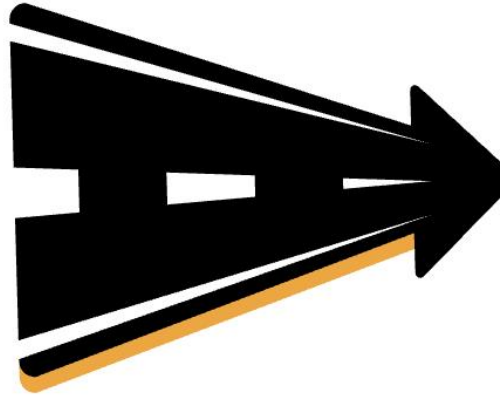


SHIFTING TO PRACTICES

Indigenous, Equity and Human Rights Roadmap



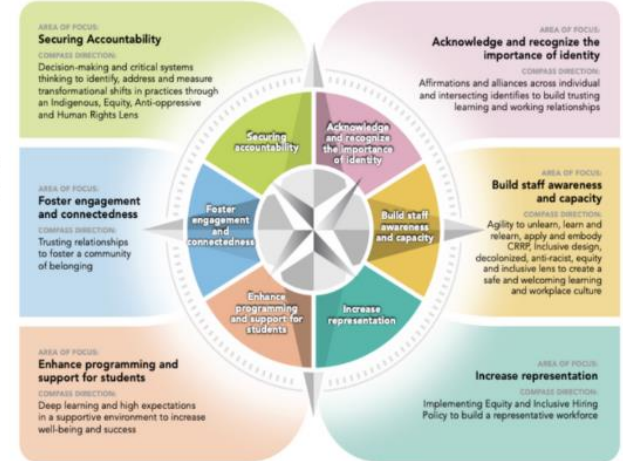
Eliminating Barriers to Success
2020-2023



2024-2028 Indigenous, Human Rights and Equity Roadmap



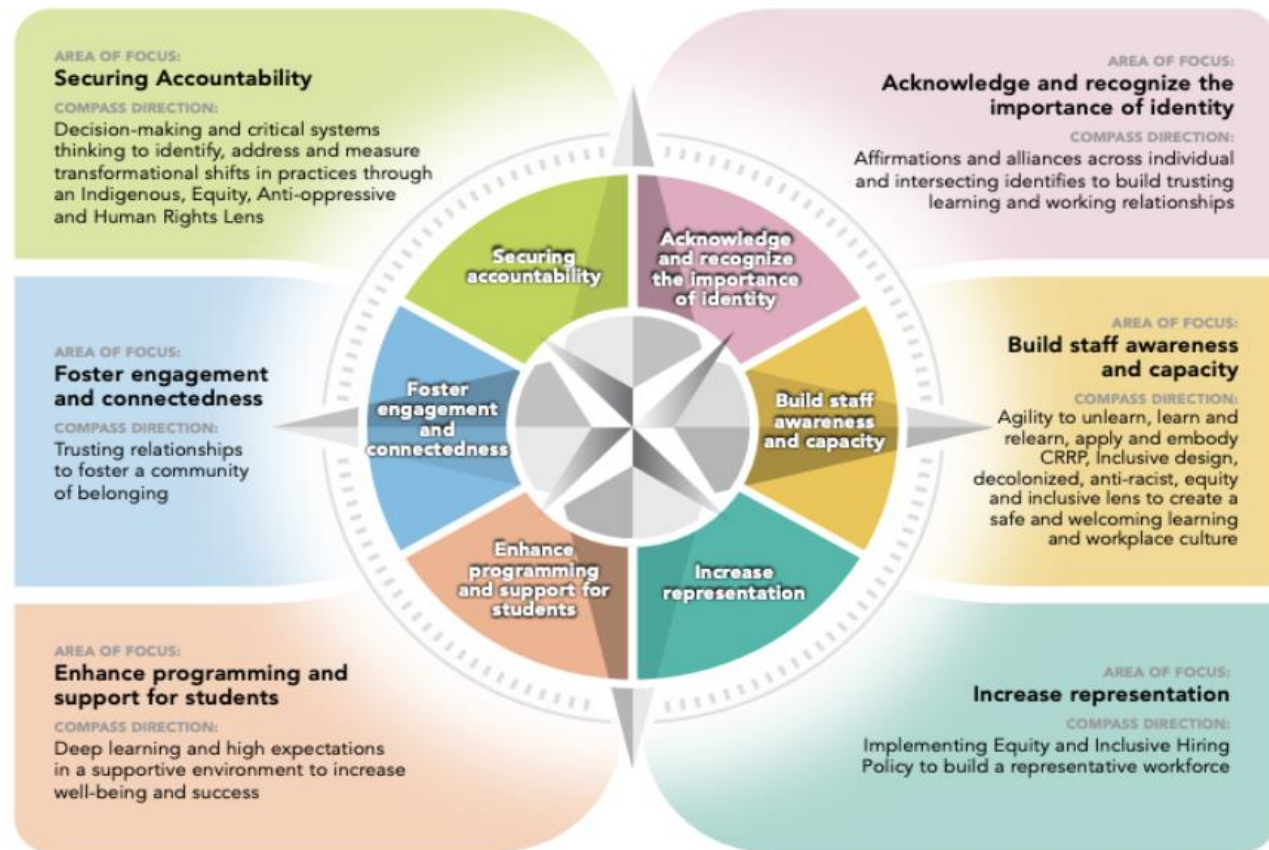
COMPASS



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



COMPASS



The OCDSB's commitment to Educational Equity is a key driver to fulfill its strategic priorities around learning, well-being and social responsibility. **"Educational Equity means each child receives what they need to develop to their full academic and social potential."** Students, families and staff within the OCDSB community shared 6 key areas of need that have shaped our Indigenous, Human Rights and Equity Roadmap directions and priorities:

- Securing Accountability to serve the full diversity of its students, families and staff;
- Acknowledge and recognize the importance of identity;
- Build staff awareness and capacity;
- Increase representation;
- Enhance programming and supports for students; and
- Foster engagement and connectedness.

While the Roadmap's journey from 2020-2023 focused on building relevant structures, the 2024-2028 Roadmap will take us on a journey to embed more transformative and responsive practices to foster a more equitable and inclusive learning and workplace culture. The Compass directions that will leverage movement, momentum and measurement of shifts in narratives, access, opportunities and outcomes are provided to guide critical and systemic thinking in your schools or departments.

Indigenous Education Overview

Indigenous Education is evolving with new initiatives that focus on language, culture, and pathways for success. These programs aim to enrich the learning experience for students.

Indigenous Education Initiatives

Focused on promoting inclusive learning and cultural appreciation, our current initiatives aim to integrate Indigenous perspectives into education for all students.



Indigenous Education Practices - NOW

Securing Accountability	<ul style="list-style-type: none"> • Policy Review (Indigenous Lens) • Outcome Tracking & Reporting
Acknowledge and Recognize Identity	<ul style="list-style-type: none"> • Inuktitut Language Credit Courses
Build Staff Awareness and Capacity	<ul style="list-style-type: none"> • Echoes of the Land and People Pilot (Grades 9–11) • Professional Development (PD) Delivery (Indigenous pedagogy, TRC Calls 62-65) • Design and Curiosity - Assessment and Evaluation Practices (triangulation, CRRP started this year) • Land Based Learning Sessions (Macskimming & Baxter)
Increasing Representation	<ul style="list-style-type: none"> • Recurring strategies for equitable hiring processes (panel membership, training, decision tracking)
Programming and Supports for Students	<ul style="list-style-type: none"> • Pathways: SWAC, SWAU, PLAR • Sustained Community Partnerships (deepening engagement with existing MOUs)
Engagement and Connectedness	<ul style="list-style-type: none"> • Existing MOUs with community partners (Wabano, Inuuqatigiit, Odawa) • Dedicated Support Staff (3 Graduation Coaches, Student Support Coordinators for each superintendency, 2 Indigenous Social Workers) • Community Consultation (regular, with families/partners - IEC)

Indigenous Education Practices- NEXT

Securing Accountability	<ul style="list-style-type: none"> • Track and monitor School Priority Learning Plan impact • Develop data-driven equity goals based on disaggregated data • Interdepartmental Collaboration • Transparency in Initiatives
Acknowledge and Recognize Identity	<ul style="list-style-type: none"> • Cultural & Language Integration (signage, land acknowledgements)
Build Staff Awareness and Capacity	<ul style="list-style-type: none"> • Enhanced NBE Curriculum for Grade 11 • Building Cultural Capacity in Classrooms Echoes of the Land and People initiative extended to Grades 9–11, targeted PD for Grade 9 <i>Expressions of First Nations, Métis, and Inuit Cultures</i>. • Connections with Indigenous and Non-Indigenous Community Partners
Increasing Representation	<ul style="list-style-type: none"> • Leadership Pathway Integration (PQP, AQs, Indigenous content) • Mentorship & Support; Succession Planning
Programming and Supports for Students	<ul style="list-style-type: none"> • K–8 Literacy and Math Priorities • Expansion of the Design and Curiosity - Assessment and Evaluation Practices • Re-engagement Support for Non-Attendees • <i>Next year's increased collaboration</i> with Program Services for intentional Literacy and Math Priorities -Resource Sharing & Co-development • Mental Health Supports for Students
Engagement and Connectedness	<ul style="list-style-type: none"> • Centering Indigenous Student Voice & Leadership • <i>Next year's plan</i> to align Student Support Coordinators with highest Indigenous populated schools

Overall Practices : NOW

Securing Accountability	<ul style="list-style-type: none"> Reporting on disproportionalities in datasets measured through Board Achievement Action Plan, School Priority learning plans, School Achievement Plan, Math Achievement Action Plan
Importance of Identity	<ul style="list-style-type: none"> Analyzing achievement data (credits, graduation, etc.) by student identity groups (Indigenous, special education needs, MLLs, etc.) to identify and address disproportionalities
Representation	<ul style="list-style-type: none"> Recurring strategies, interview panel membership, panel training, and submission of post interview hiring decisions for tracking of equitable hiring processes
Build Staff Awareness and Capacity	<ul style="list-style-type: none"> Expanding Indigenous Knowledges, Culturally Responsive and Relevant Pedagogy, Universal Design for Learning and Differentiated Instruction in professional learning sessions for coaches, school administrators and teachers
Programming and Supports for Students	<ul style="list-style-type: none"> Use of strategies and look fors from the OCDSB's Culturally Responsive and Relevant Pedagogy and the Math Classroom guide.
Engagement and Connectedness	<ul style="list-style-type: none"> Partner with community organizations (e.g.mental health, mentorship, culture, family resources) for relevant and responsive connections with students and families

Overall PRACTICES : NEXT

Securing Accountability	<ul style="list-style-type: none"> Track and monitor School Priority Learning Plan impact using Math and Literacy 'Look Fors' adjust quarterly to ensure appropriate alignment of resources to school priorities.
Importance of Identity	<ul style="list-style-type: none"> Develop specific, measurable, data-driven equity goals and corresponding actions based on the analysis of the disaggregated data
Representation	<ul style="list-style-type: none"> Monitor Hiring Compliance and review school-level hiring processes to ensure established OCDSB equitable hiring policies and procedures are consistently followed.
Build Staff Awareness and Capacity	<ul style="list-style-type: none"> Monitor the translation of professional learning in Indigenous Knowledges , CRRP, UDL, and DI into observable classroom practices, and to gather data to inform future Professional learning needs and create a tool to measure progress.
Programming and Supports for Students	<ul style="list-style-type: none"> Increase accessibility and inclusion in destreamed classes and decrease attitudinal barriers through use of Differentiated Instruction and Universal Design for Learning
Engagement and Connectedness	<ul style="list-style-type: none"> Integrate central departments and external partners with schools in their leadership of authentic engagement for students and families.

All of our work

Ministry of Education - Indigenous Education

“We are committed to:

- closing the achievement gap between Indigenous students and all students;
- increasing every student’s knowledge and awareness of Indigenous histories, cultures, perspectives and contributions.”



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



All of our work

Ministry of Education - Human Rights, Equity and Inclusive Education

“Inclusive education promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image.”



All of our work

Strategic Plan Value: Community Building

Fostering a supportive and inclusive learning environment that encourages engagement, trust, and collaboration, building on the learning from Indigenous, marginalized, and racialized communities.



All of our work

Strategic Plan Value: 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.”



All of our work

Strategic Plan Mission:

“To build a learning community that provides students with equitable opportunities to reach their potential and develop into respectful, creative, and knowledgeable community members who contribute to society”



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

