



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Identity-Based Data Collection

Input from Our Communities



## WHAT WAS THE PURPOSE?

to gather information that will help the District identify and monitor systemic barriers and identity-based disparities within the education system.



## WHAT DID WE DO?



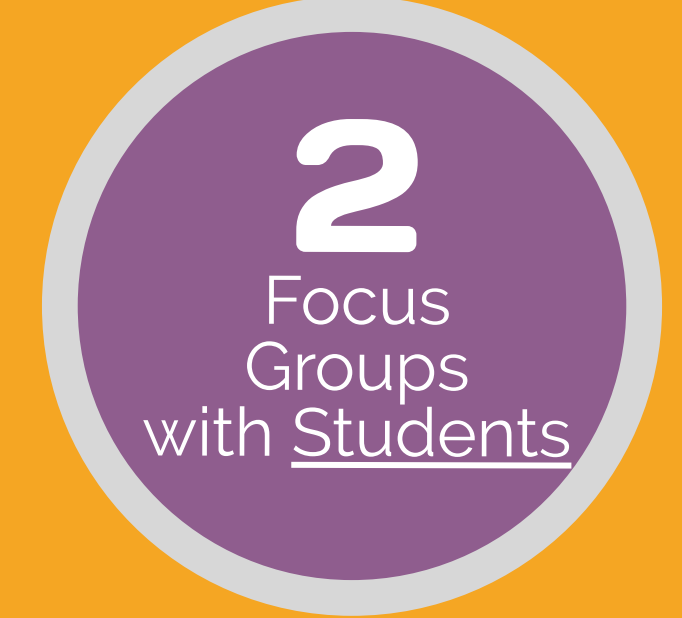
**44**

Community Members



**147**

Parents



**60**

Students



## WHAT DID WE HEAR?

### REPRESENTATION

"...schools are doing a superficial level. The data shows that 43% of students are members of racial groups but only 8% is staff. On an international day, Caucasian teachers represent different nations, which is funny. Hiring practices are keeping the school board "white."

### PROGRAMMING FOR STUDENTS

"My child was diagnosed with Dyspraxia- lots of work done to identify and then nothing happens after that."

### STAFF AWARENESS

"Opportunities that were open to me when teachers thought I was White have now been closed. Now that people know I am Indigenous, teachers expect me to only work on Indigenous topics and issues. Being Indigenous is treated like a disability."

### CONNECTEDNESS

"..club and sports activities and, cultural celebrations are great opportunities to help us connect with friends who identify like us and increase our sense of belonging."

### THE IMPORTANCE OF IDENTITY

"Identity is complex – it puts you into a community but emphasises your individuality."



## WHAT DO WE NEED TO DO?

### Acknowledge

that racism and bias exist in the education system

### Increase

representation of diverse groups in staff to promote greater sense of belonging for students

### Identity Matters!

Allow students to engage in opportunities to address experience of identity

### Listen

to what our parents, students, and community partners are telling us

### Gain

understanding of values that shape students' identity

### Be Sensitive

in the data collection and reporting so as not to reinforce stereotypes



## WHAT IS NEXT?

SEPTEMBER-OCTOBER  
2019

Feedback to community and input for future plans

OCTOBER - NOVEMBER  
2019

Communication with schools, parents, and communities

Pilot administration

NOVEMBER 26 -  
DECEMBER 13

Survey administration

DECEMBER 2019-  
JANUARY 2020

Distribution of Thank-you notes

JANUARY - APRIL  
2020

Data analysis  
Stakeholder consultations

MAY 2020

Release of preliminary results