

# **PARTIAL DOCUMENT**

## **Indigenous, Human Rights and Equity Roadmap A Pathway Forward 2020-2023**

**\*This draft outlines actions to be taken. The final document will contain annual milestones and measures.**

**<graphic>**  
**Draft**

# 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.

<graphic>

***Students are why we are here.*** To serve students first, each student must be seen, heard and know they matter within the Ottawa Carleton District School Board (OCDSB) community. To serve students first, 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 students first, 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.

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

## Serving Students First - *Every Student has a 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 ageing 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, 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, Education 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***

## Introduction

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 dismantle 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. As a school district, we acknowledge that racism and all forms of oppression exists in our systems, structures, policies and practices. It shows up specifically as anti-Black and anti-Indigenous racism, Islamophobia, antisemitism, and anti-Sikhism, transphobia and homophobia and discrimination against people with disabilities. It shows up as disproportionate representation in our staffing and leadership structures and it results in disparity and disproportionality in outcomes and experiences for Black, Indigenous, racialized and minoritized students, including two spirit and LGBTQ+ (2SLGBTQ+) students.

Disrupting and dismantling these systems, structures, policies and practices by actively engaging in anti-racism and anti-oppression work at all levels of the organization is at the core of creating a culture of innovation, care and social responsibility and of ensuring that every student is supported to achieve their potential. It is also our obligation under the *Education Act*, the Ontario *Human Rights Code* and the *Canadian Charter of Rights and Freedoms*, to ensure that *all* students have equal opportunity to access their right to education free from systemic barriers like discrimination and harassment and with the support of accommodation when needed. The OCDSB is committed to taking clear and measurable actions in this urgent work, to be accountable and transparent in reporting on progress, and to focus on equitable and impactful outcomes for student achievement and well-being.

The rights of students with disabilities to access education are specifically protected from discrimination under the Ontario *Human Rights Code* and *Accessibility for Ontarians with Disabilities Act*. It is important to note that while students with special education needs, including students with disabilities, are served within this Roadmap, the annual Special Education Plan provides a more fulsome overview of specific supports and programs for students with exceptional needs.

It is also important to note that while the Roadmap is inclusive of diverse perspectives in its design, with an intentional focus on addressing racism and oppression of individuals and groups that systemically experience discrimination, the commitment to students, families, and communities who identify as Indigenous, is specifically highlighted with focused goals and actions in recognition of the unique relationship and responsibility to First Peoples of this land, 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*.

Finally, 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.

## Overview

The Indigenous, Human Rights and Equity Roadmap is crafted around the five themes identified through the Valuing Voices focus groups conducted in Spring, 2019:

Importance of Identity  
Staff Awareness  
Representation  
Programming for Students, and  
Connectedness

An additional section, “Securing Accountability”, sets out specific actions, reports, and communication structures by which to measure progress with transparency.

### Sections

1. Securing Accountability Key Highlights
2. Indigenous Roadmap Key Highlights
3. Human Rights and Equity Roadmap Key Highlights

## Securing Accountability

### Governance and Leadership

#### Organizational Structures

- Establish Indigenous and Equity in Education Division in collaboration with the independent Human Rights and Equity Advisor (HREA)

- Establish an Indigenous Trustee position

### **Policy Development and Review**

- Establish and implement a cyclical review of OCDSB policies and procedures applying an Indigenous, human rights and equity lens
- Develop Anti-Black Racism, Human Rights, Gender Identity and Gender Expression and Indigenous cultural practices policies and procedures
- Review of Safe Schools policy and procedures including practices around police engagement with schools

### **Advisory Committees**

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

### **Reporting**

- Conduct an external Equity Audit to review and identify key structures, policies and practices that create systemic barriers to equitable outcomes and report to community
- Establish Annual Equity Accountability Report (to be included in the Annual Director's Report) establishing accountability measures and responsibilities for school and district leadership that,
  - a) Reports on clearly defined student outcomes including eliminating disparities in achievement of students from various communities,
  - b) Includes suspension, expulsion, and graduation rates; representation in special education and district programs and pathways, credit accumulation and student absenteeism disaggregated by school, grade, race, language, disability, sex, gender, Indigeneity and socio-economic status, and
  - c) Provides reporting on progress towards improving outcomes for all students, and
  - d) Provides reporting on progress towards goals identified in the Indigenous, Human Rights and Equity Road Map
- Establish equity goals in Board and School Improvement Plans to identify, measure and address disproportionate access, opportunities, representation, outcomes and experiences for students

### **Professional Learning and Capacity Building**

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

### **Performance Reviews**

- Performance appraisals for principals, supervisory officers, the Director and Associate Director will include accountability for goals, actions and outcomes identified in the Indigenous, Equity and Human Rights Roadmap

# Indigenous Education Roadmap



## Importance of Identity

- Expand annual Indigenous Education report on funding allocations and outcomes of goals identified for the Board Action Plan for Indigenous Education by the Indigenous Education Advisory Council to include markers on progress using disaggregated identity-based data
- Cyclically, collect, disaggregate, analyse and use identity-based data to document progress made eliminating disproportionalities in suspension, expulsion, and graduation rates; representation in special education programs and pathways, credit accumulation and student absenteeism for Indigenous students
- Conduct Staff Census
- Expand cultural spaces in schools - Four Directions

## Build Staff Awareness and Capacity

- Establish cyclical mandatory professional learning for school and district staff in anti-racism, anti-oppression, human rights and Indigenous Education
- Establish goals in Board and School Improvement Plans to identify, measure and address statistically significant disparities and disproportionalities suspension, expulsion, and graduation rates; representation in special education and district programs and pathways, credit accumulation and student absenteeism for Indigenous students
- Create an annual capacity building series and multimedia campaign on Indigenous Education
- Establish minimum level of competence in Indigenous Education as a prerequisite for hiring and promotion

## Representation

- Conduct Employment Systems Review
- Develop and implement an Equitable Recruitment Strategy for Indigenous staff to increase

representation at all levels of the organization

- Implement Leadership Development Plan for Indigenous staff
- Establish Indigenous staff affiliate network
- Establish Indigenous student leadership council
- Expand Indigenous Education team
- Establish Indigenous Trustee Position

## **Programming and Support for Students**

- Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices in all pathways in all secondary schools
- Redesign Social Studies, History and Geography, Grade 9-12 English to include and represent Indigenous histories, perspectives and ways of knowing in content, resources and delivery
- Establish cultural mental health supports for students who identify as Indigenous
- Provide resources and support for pathways to success and graduation for Indigenous students (e.g. Indigenous Graduation coach program, Indigenous Student Success coordinators, post-secondary mentorship program)
- Expand InSTEM programming in secondary schools
- Expand mathematics/beading partnerships in schools
- Ensure all Indigenous students have access to technology for learning
- Develop district strategy to support transitioning students who identify as Inuit from the North
- Establish Elders in Residence Program
- Provide continued joint support with Ottawa Catholic School Board and the Ontario College of Teachers for Uquasilirijiit Elders Circle for Inuktitut language teacher accreditation
- Pilot English with Core Inuktitut program
- Establish Anishnaabek/Algonquin Elders Circle for Algonquin language speakers accreditation by the Ontario College of Teachers
- Create land-based learning opportunities for Indigenous students

## **Engagement and Connectedness**

- Co-create and implement Indigenous Community Partnership, Parental Engagement and Communication Strategy to strengthen relationships (to include translation, interpretation services and outreach)
- Expand leadership and networking opportunities for Indigenous students (e.g. establishing digital networking platforms and Indigenous Youth leading Youth face to face workshops)
- Establish annual multimedia Speakers Series on Indigenous Education, cultural competency, and Indigenous rights for students, staff, parents/guardians, community

# Human Rights and Equity Roadmap

<Graphic>

## Importance of Identity

- Cyclically, collect, disaggregate, analyse and use identity-based data to identify and document progress made eliminating disproportionalities in suspension, expulsion, and graduation rates; representation in special education, programs and pathways, credit accumulation and student absenteeism for Black, racialized and minoritized students, including 2SLGBTQ+
- Conduct Staff Census

## Build Staff Awareness and Capacity

- Establish cyclical mandatory professional learning for school and district staff in anti-racism, anti-oppression, human rights and Indigenous Education
- Develop and provide on-line professional learning in assessment and evaluation practices and build monitoring into the school improvement planning process
- Create an annual capacity building series and multimedia campaign on anti-Black racism, human rights and equity
- Establish minimum level of competence in human rights and equity as a prerequisite for hiring and promotion

## Representation

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

## Programming and Support for Students

- Redesign Social Studies, History and Geography, Grade 9-12 English to include and represent Black, racialized, 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 Black and racialized student representation
- Develop and Implement Black Studies courses across the district
- Modernize and review supports for English Literacy Development program
- Establish links with culturally specific mental health supports for Black, racialized, and minoritized



students

- Provide resources and support for pathways to success and graduation for Black, racialized and other minoritized students (e.g. Graduation coach program, Rainbow Bridges program for 2SLGBTQ+)
- Conduct diversity review of all school libraries, learning commons, and classroom resources
- Develop comprehensive communications plan for parents, guardians and students regarding secondary program placement and course selection process and opportunities
- Develop and implement inquiry in select schools to address equitable access to opportunities, learning, and outcomes: Student Achievement Through Inquiry (S.A.T.E)
- Ensure all students have access to technology for learning

## Engagement and Connectedness

- 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, racialized or other minoritized students (e.g. expanding annual youth forums and establish digital networking platforms)
- Establish annual multimedia Speakers Series on anti-Black racism, Black Excellence, cultural competency, and human rights for students, staff, parents/guardians, community

## Glossary: To be included

## 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](#) - Articles 13, 14, 15

[Truth and Reconciliation Commission of Canada: Calls to Action](#) - Calls 62, 63, 64

[Canadian Charter of Rights and Freedom](#) - Section 15 - Equality Rights

[Ontario Human Rights Code](#) - Preamble, Article 1

[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](#)

[MMIWG-FFADA](#)

[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)

Draft