Indigenous, Equity and Human Rights Roadmap







Eliminating Barriers to Success

2020-2023

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

- Professor George Dei

Valuing Voices
Identity Matters

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Culture of Innovation
Culture of Caring
Culture of Social Responsibility

Land Acknowledgement

This land acknowledgement was created in collaboration with the Algonquins of Pikwakanagan and Kitigan Zibi.

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.

Follow the links here and here in order to learn more about the importance of land acknowledgement and its role in Truth and Reconciliation



UN International Decade for People of African Descent 2015-2024

The Ottawa-Carleton District School Board supports and commits to the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected.

Students Are Why We Are Here

To serve every student, each one must be seen, heard and know they matter within the Ottawa-Carleton District School Board (OCDSB) community. To serve every student, 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 every student, 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.

See Me and Hear My 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 aging 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.

> *"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

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, classism 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.

See Us and Hear Our Stories

Ottawa and the Ottawa-Carleton District School Board are located on the unceded and unsurrendered land of the Algonquin people. However, it is not only home to the Algonquin Nation. Ottawa has the highest population of Inuit in Ontario, and Indigenous peoples from various First Nations and Métis communities reside here. It is important to understand that Indigenous peoples from every Nation have their own languages, ceremonies, traditions and ways of knowing. The Indigenous community in Ottawa has come to live here for a variety of reasons, from accessing health care and education to establishing careers.





The Ottawa-Carleton District School Board recognizes and acknowledges our unique responsibility and commitment to the diverse population of Indigenous students we serve. While some schools in the District have higher numbers of self-identified Indigenous students registered, all schools have students who identify as Indigenous. Every school has a responsibility to provide the necessary support and opportunities for Indigenous students to flourish, succeed and maintain physical, emotional, mental and spiritual well-being. We are accountable for creating cultural spaces, offering support and opportunities to Indigenous students and families, and engaging in relationship-building in every school in the District.

The life experiences of Indigenous students and their families vary from student to student. Some students live in deep connection with their culture and Indigenous identity and others are very removed from theirs. Some students have spoken their Indigenous languages since birth and others have never even heard their language. Intergenerational trauma is not confined to the past. The impact of colonialism on students and their families cannot be ignored. There are students within the education system and in our buildings whose parents and grandparents attended Residential Schools, or were a part of the 60's scoop. Indigenous children in care are significantly over-represented in Canada. The First Nations Child and Family Caring Society of Canada estimates that Indigenous children comprise 30-40 percent of kids in care. We have many children who live in foster and group homes. It is important to know this and to understand some of the impacts these traumas have and continue to have on families.

Our Story by the Numbers

Valuing Voices: Identity Matters!

Knowledge and understanding of the wide range of lived experiences, hopes and dreams of students at the OCDSB is foundational to serving them well. The Valuing Voices: Identity Matters! Student Survey, 2020 tells a story of the diversity of identity and perceptions of the students whom we serve. The categories below reflect the language used in the Valuing Voices survey and were developed using the data fields recommended in Ontario's anti-racism data standards[1]. In addition, the OCDSB also wanted to understand the individual and intersecting impact of gender identity and income.

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) 2016 Census
Indigenous			2.1%
First Nation	2.3%	2.5%	1.2%
Métis	0.9%	1.1%	1%
Inuit	0.7%	0.6%	0.1%
Other*			0.1%
Status in Canada			
Born in Canada (YES)	83.1%	77.9%	74.7%
Born in Canada (NO)	16.9%	22.1%	23.6%
Racial Background			
Black (African, Afro-Caribbean, African-Canadian descent)	7.3%	9.3%	6.6%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	8.5%	11.4%	5.1%
Indigenous (First Nations, Métis, Inuit descent)	2.0%	2.4%	2.5%
Latino/Latina/Latinx (Latin American, Hispanic descent)	2.1%	2.8%	1.2%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	15.3%	14.4%	5.5%
South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	8.1%	8.2%	4.2%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	3.2%	4.0%	2.6%
White (European descent)	62%	57.7%	73.7%
A racial group not listed above (Central Asian-Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan- Indian, Mixed.	3.1%	1.2%	0.3%

Our Story by the Numbers

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) 2016 Census
Income			
<$19,999	4.7%		8.5%
$20,000 - $39,999	8.6%		11.8%
$40,000 - $59,999	6.4%		13.1%
$60,000 - $79,999	6.3%		12.8%
$80,000 - $99,999	8.1%		11.7%
$100,000 - $119,000	9.2%		42.0%
$120,000 - $139,000	8.0%		42.0%
>$140,000	29.8%		42.0%
I prefer not to answer	19.1%		

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)
Religious and Spiritual Practices		
Christian	28.8%	25.1%
Muslim	20%	19%
Jewish	2.1%	2.1%
Gender Identity		
Boy or man	51.8%	47.3%
Gender Fluid	0.2%	0.6%
Gender Non-conforming	0.2%	0.4%
Girl or woman	47%	48.2%
Non-Binary	0.1%	0.8%
Questioning	0.2%	1.0%
Trans boy or man	0.1%	0.6%
Trans girl or woman	0.1%	0.3%
Two-Spirit	<0.1%	0.3%
Gender identity(ies) not listed above	0.3%	1.6%
Not sure	0.8%	0.6%
I do not understand this question	0.7%	0.5%
I prefer not to answer	1.0%	1.0%

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)
Sexual Orientation		
Straight / heterosexual	54.7%	79.4%
Lesbian	0.1%	1.4%
Gay	0.1%	1.0%
Bisexual	0.3%	7.1%
Two-Spirit	<0.1%	0.2%
Queer	<0.1%	1.0%
Questioning	0.4%	2.1%
Asexual	0.1%	1.3%
Pansexual	<0.1%	2.1%
A sexual orientation(s) not listed	3.5%	1.0%
Not sure	28.4%	3.2%
I do not understand this question	3.5%	1.9%
I prefer not to answer	12.0%	3.9%
Disability Status		
Do you consider yourself to be a person with a disability(ies)?		
Yes	9.4%	8.7%
No	86.9%	78.6%
Not Sure	2.6%	8.9%
I do not understand this question	0.2%	1.3%
I prefer not to answer	0.9%	2.4%

[1] Data Standards for the Identification and Monitoring of Systemic Racism, Government of Ontario accessed at https://files.ontario.ca/solgen_data-standards-en.pdf

*We did not collect data for "other" Indigenous category but participants were invited to include additional information about the territory, region, or community to which they belong as an open text field after they made their selection from the three options listed here.



Common Terms

A full glossary can be found at the end of this document.

ABC	Acronym for people who identify as being of African, Black and African-Caribbean descent.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy.
Anti-Indigenous Racism	The ongoing race-based discrimination, negative stereotyping and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.
Anti-racism	An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
Anti-oppression	The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; or it may be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppressions in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities.
Inclusive Design	The six threads of Inclusive Design are designing instruction; engaging parents, families, Elders and communities; establishing environment as the third teacher; building staff leadership/capacity; analyzing data; responding to student voice.
Intersectionality	A theoretical framework for understanding how aspects of a person's social and political identities (e.g., gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege.
Racialized	Racialized persons and/or groups can have racial meanings attributed to them by society in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia. Racialization is the process by which societies construct races as real, different and unequal.
Minoritized	Minoritized persons and/or groups are a racial, ethnic, religious, or social subdivision (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty) of a society that is pushed to the margins in political, financial, or social power often by means of institutional or systemic bias and discrimination. Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogeneous friendship groups, or places of worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness.

How the Indigenous, Equity and Human Rights Roadmap Will Eliminate Barriers to Success

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 address 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.

The Ontario Human Rights Code protects OCDSB students and staff from discrimination and harassment on grounds such as ancestry, colour, race, sex, citizenship, ethnicity or place or origin, creed, disability, family or marital status, gender identity, gender expression and sexual orientation. Despite these protections, as a school district we acknowledge that oppression and discrimination still exist within our systems, structures, policies and practices. It shows up specifically as racism and more specifically anti-Indigenous and anti-Black racism; Islamophobia, antisemitism, and anti-Sikhism; ableism; sexism, transphobia and homophobia.

It is compounded by the intersection of various aspects of each person's unique identity, including classism and socio-economic status. It shows up as disproportionate representation in our staffing and leadership structures; a curriculum that is Eurocentric and that does not reflect the rich ethnic and cultural diversity of our student population and the world; over-representation of Indigenous, Black, minoritized, 2SLGBTQ+ and special education students in discipline, including suspensions, expulsions, exclusions and interactions with the police; disproportionate representation in locally developed and applied versus academic pathways and specialized programs; higher dropout rates and lower graduation rates. The perpetuation of these systemic barriers results in disparity in achievement and well-being outcomes and experiences for these students.



Disrupting and addressing these systems, structures, policies and practices by actively engaging in an anti-oppression, anti-racism and human rights-based approach at all levels of the organization is key to making change and to eliminating disparities and disproportionalities. It requires us to focus on how we learn and work together, to recognize the inherent dignity and worth of each person, and to ensure that every student's right to education is respected and realized. The Indigenous, Equity and Human Rights Roadmap proposes specific actions and accountabilities toward achieving these goals.

This work can only be done in authentic collaboration, partnership and full transparency with students, families and the communities that 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.

Background

This section gives a brief overview of key sources informing the Roadmap.

Truth and Reconciliation

In 2015, the Truth and Reconciliation Commission (TRC) put forth 94 Calls to Action for Canadians to repair the relationship with Indigenous peoples. Calls 62 and 63 in particular set out the ways in which the education sector can ensure accountability while working towards reconciliation.

62. i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students

63. i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
    ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
    iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
    iv. Identifying teacher-training needs relating to the above.

The Calls to Action are consistent with the principles endorsed by Canada in 2010 in the United Nations Declaration on the Rights of Indigenous Peoples, particularly Articles 14 and 15 which reinforce the rights of Indigenous peoples to have the dignity and diversity of their cultures, traditions, histories and aspirations reflected in education.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

Furthermore, the Ontario First Nations, Métis and Inuit Policy Framework 2007 ensures accountability for addressing the importance of data-driven decision making, support for staff and students, and engagement with the Indigenous community through establishing relationships and partnerships.

The OCDSB is committed to building knowledge and understanding among educators and students in Indigenous Education and to collect and communicate evidence of progress to ensure accountability. It is our responsibility to teach all students the truth about the dark history Canada has been hiding and to embed and celebrate the rich, diverse Indigenous contributions (historical and contemporary) and ways of knowing into the everyday lives and learning of students. It is our responsibility to provide education that is free from oppression and shame and to build a path forward in collaboration and partnership with care, creativity and innovation.

The UN International Decade for People of African Descent 2015-2024

In 2018, the OCDSB adopted and committed to the intent of the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected. The District specifically committed to developing and undertaking work on the Equity Action Plan; improving equity of access and opportunity for students of African descent to reduce barriers to learning; intentionally adopting practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent; collecting and using identity-based data to measure progress and inform decisions on policy and programs that impact the education of students of African descent; and engaging with parents and community organizations comprising people of African descent in Ottawa to support their sense of belonging in the OCDSB education community. There is an overwhelming urgency for action in the face of disparities and disproportionalities in access, opportunity and outcomes for students and staff of African descent.



Valuing Voices: Identity Matters! Student Survey

In 2018-2019, the OCDSB invited students, families and community partners from Indigenous, Black and minoritized communities to share their educational stories and experiences within the OCDSB, in order to gain greater insight into barriers and biases within the system. Through these focus group conversations, participants identified five broad themes as key for the OCDSB to recognize as impacting on equitable access, opportunity, and outcomes:

- Importance of Identity
- Staff Awareness
- Representation
- Programming for Students
- Connectedness

The feedback provided by the participants in these focus groups mirrored the experiences shared over the years by students, parents and staff from Indigenous, Black and minoritized communities of persistent systemic inequities and harmful historical legacies. Students have recounted experiences of being streamed into locally developed or applied versus academic courses, of educators having low expectations of them, or feeling culturally unsafe due to experiences of racism and oppression. They have shared that they do not see themselves in the curriculum, resources or learning experiences.



Parents and communities have expressed concern about inequitable achievement, graduation and school leaving rates; under-representation in some District programs and over-representation in others; and, disproportionate rates of suspension, expulsion and exclusion. They have expressed a lack of trust in the District's ability to nurture their children's true potential for growth and development. Staff members have expressed concerns about staff assignments and limited leadership opportunities and of ineffective financial and human resources with which to serve vulnerable students.

The feedback from the focus groups, and input from the newly established Community Equity Partners group, also helped to inform the development of a survey to collect identity-based data culminating in the launch in November 2019 of the Valuing Voices - Identity Matters! student survey. Together, the stories of lived experience and the data from the Valuing Voices Survey provide the ability to disaggregate, assess, analyze and understand the evidence of systemic barriers in the District and find ways to eliminate these barriers and achieve true equity of access, opportunity and outcome for all students.

The Roadmap Forward

The Indigenous, Equity and Human Rights Roadmap 2020-2023 is grounded in the OCDSB's commitment to the Truth and Reconciliation Report 2015 Calls to Action, the UN International Decade for People of African Descent 2015-2024, the five themes identified through the Valuing Voices focus groups, data from the Valuing Voices student survey 2019 and Principles of Inclusive Design. Even more importantly, it is informed by and aligned with the voices we have heard within the OCDSB community.

Explicit and deliberate actions are urgently required to address inequities in our systems, structures, policies and practices that continue to impact student and staff success and well-being and to build trust with students, families, and communities that we have been under-serving. The goals outlined in the Roadmap focus on six key areas:

- Securing Accountability: governance and leadership
- Importance of Identity: disproportionality in access, opportunities and outcomes
- Building Staff awareness and Capacity
- Increasing Representation
- Programming and Supports for Students: diversifying curriculum and access to mental health supports
- Engagement and Connectedness: building strong and respectful partnerships between students, staff, parents and community in order to foster cultural safety and a sense of belonging.

The Roadmap is inclusive of diverse perspectives in its design and commitment to equity for all. With that said, there is an intentional focus on addressing racism, oppression and the intersectionalities of individuals and groups who systemically experience discrimination. Please note that the Roadmap touches on supports and programs for students with exceptional needs; detailed information can be found in the OCSDB's annual Special Education Plan.

The OCDSB's commitment to students, staff, families and communities that identify as First Nations, Métis and Inuit is highlighted in recognition of our unique relationship and responsibility to First Peoples, to reconciliation, 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.

The OCDSB's commitment to students, staff, families and communities who identify as of ABC (African, Black, Caribbean) descent is also highlighted to reflect the District's 2018 adoption of the UN International Decade for People of African Descent 2015-2024 and to address the overwhelming urgency for action evidenced by disparities and disproportionalities in access, opportunity and outcomes for children and youth of African descent.

Securing Accountability

Governance and Leadership

Goal

To centre Indigenous and human rights, anti-oppression and equity in OCDSB's governance and leadership structures, policies and practices and in all decision-making.

Key Indicators

- Number of structures, policies and practices developed or revised to centre human rights and equity
- Number of accountability mechanisms introduced and operating to collect, analyze and report on professional development, performance and service delivery from a human rights and equity perspective

Priorities

Organizational Structures

- Establish an Indigenous, Equity and Human Rights Division with advisory support from the arms-length Human Rights and Equity Advisor (HREA)
- Propose establishment of an Indigenous Student Trustee position

Policy Development and Review

- Establish and implement a cyclical review of OCDSB policies and procedures applying an Indigenous, equity and human rights lens
- Develop human rights policies and procedures (including a complaints process) to reflect expectations for addressing anti-Black racism, gender identity and gender expression, and Indigenous cultural practices
- Review of Safe Schools policy and procedures including policies and practices around police engagement within schools

Advisory Committees

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



Reporting

- Conduct an internal Equity Audit using an OCDSB developed Equity Planning and Assessment Scorecard to review, identify and measure progress on key structures, policies and practices that create disparities and disproportionate outcomes and report to community
- Establish an Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on the following accountability measures, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status:

    a) Student outcomes including EQAO (Education Quality and Accountability Office), reading, credit accumulation and graduation rates
    b) Student discipline including police engagement, suspension, expulsion and exclusion rates
    c) Representation in special education district programs including French immersion and core French; International Baccalaureate, Arts, High Performance Athlete and gifted; locally developed, applied and academic pathways
    d) Progress towards goals identified in the Indigenous, Equity and Human Rights Roadmap

- Establish equity goals in Board and School Improvement Plans that reflect the accountability measures in the Annual Equity Accountability Report to identify, measure and address disproportionate access, opportunities, representation, outcomes and experiences for students



Professional Learning and Capacity Building

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

Professional Learning and Capacity Building

- Performance appraisals for principals, supervisory officers, the Associate Director and Director will include accountability for human rights and equity goals aimed at eliminating disparity and disproportionality for students and staff

Milestones

By 2020-2021

- Safe Schools Policy and Procedure revised
- Review of police involvement with schools
- Establish Indigenous, Equity and Human Rights Division

By 2021-2022

- Annual Equity Accountability Report establishes a baseline for disparity and disproportionality indices and indicators of success against which progress can be monitored
- Establish equity goals in Board and School Improvement Plans
- Annual orientation established and implemented
- Staff Census developed and implemented
- Human Rights Policy and Procedure developed
- Gender Identity, Gender Expression and Sexual Orientation Policy and/or Procedure developed
- Multi-year plan for compliance with the Accessibility for Ontarians with Disabilities Act (AODA) is developed and implemented
- Advisory Committee/Council review completed
- Student Equity Advisory Committee established



By 2022-2023

- Additional policies and procedures identified by the external Equity Audit and the human rights and equity review are updated and revised to address disproportionate access, opportunities, representation, outcomes and experiences of Indigenous, Black, and minoritized groups
- Performance appraisals for principals, supervisory officers, the Associate Director and Director are revised to include accountability for goals, actions and outcomes identified in the Indigenous Education, Equity and Human Rights Roadmap
- Indigenous student trustee position established

Goals and Milestones
Importance of Identity

Goal
To identify and disrupt systemic and structural barriers to address disproportionate access, opportunities and outcomes for students and staff who identify as Indigenous, Black and minoritized.

Key Indicators
- Decrease over-representation of Indigenous, Black and minoritized students in suspension, expulsion, exclusion and police engagement
- Decrease disproportionate representation of Indigenous, Black and minoritized students in graduation rates, programs and pathways
- Increase sense of belonging for Indigenous, Black and minoritized students and staff

Priorities
- Cyclically collect, disaggregate, analyze and use identity-based data to identify and document progress made (Annual Equity Report) in eliminating disproportionate representation of Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities, in suspensions and expulsions and enrollment in special education, District programs and pathways, as well as disparity of outcomes (e.g., credit accumulation, graduation, achievement and student absenteeism)
- Establish a group of diverse community partners (Community Equity Partners Group) to work with OCDSB to understand and interpret the data in the Valuing Voices: Identity Matters! student survey and make recommendations to address inequities
- Conduct Staff Census



Highlight on Indigenous Knowledge
- Expand cultural spaces in schools across all geographical areas of the District
- Develop protocols and guidelines for Indigenous cultural and spiritual practices in schools
- Collect and analyze Indigenous self-identification data shared with Indigenous community partners through a reciprocal data sharing agreement (OCAP) (Ownership, Control, Access and Possession)

Highlight on Black Excellence
- Work with Community Equity Partners Group and Advisory Committee on Equity to establish key priorities for ABC (African, Black, Caribbean) students based on Valuing Voice: Identity Matters! student survey data



Milestones

By 2020-2021

- Cyclical and continuous collection of identity-based and self-identification data for students who identify as Indigenous
- In collaboration with Community Equity Partners and Advisory Committees, interpret Valuing Voices: Identity Matters! data and set priorities for analysis
- Establish disaggregated baseline data from Valuing Voices: Identity Matters! on graduation rates, suspension and expulsion rates and student pathways
- Staff Census developed and administered

By 2021-2022

- Protocols and guidelines for Indigenous cultural and spiritual practices formalized and implemented in schools
- Ongoing collection and analysis of Indigenous self-identification data shared with Indigenous community partners through an OCAP reciprocal data sharing agreement

By 2022-2023

- Expand Indigenous cultural spaces into all District geographical areas



Goals and Milestones
Build Staff Awareness and Capacity

Goal

To increase the capacity of staff to understand and apply anti-racist and equitable practices that decrease disparities and disproportionalities in access, opportunities and outcomes for Indigenous, Black and minoritized students and staff.

Key Indicators

- Number of professional learning series developed and launched, with accompanying resources and support, on Indigenous knowledge, anti-racism, anti-oppression and human rights
- Percentage of staff who have completed a professional learning series on Indigenous knowledge, anti-racism, anti-oppression and human rights

Priorities

- Develop and provide on-line professional learning in assessment and evaluation practices and build monitoring into the school improvement planning process
- Establish foundational mandatory professional learning for school and district staff in Indigenous Knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, Indigenous knowledge, anti-racism/anti-oppression and human rights
- Establish additional training/capacity building professional learning opportunities for staff to go deeper in Indigenous knowledge, anti-racism, anti-oppression, and human rights (required as a prerequisite for promotion)
- Create an annual capacity building series and multimedia campaign on Indigenous knowledge and Ways of Knowing, anti-Black racism/Black Excellence, equity and human rights
- Develop a District-wide, equity-focused mentor/coaching approach to support learning and growth (New Teacher Induction Program, Principal/Vice-Principal Intern Program, Instructional Coaches, etc.)
- Develop a Professional Learning Tracking Tool and on-line learning profile for staff (to include Mandatory, District, Additional as professional learning categories)



Highlight on Indigenous Knowledge

- OCDSB staff will engage in cultural training and make commitments to the TRC's Calls to Action
- Engage Indigenous community partners to collaborate, teach and share cultural knowledge in schools
- OCDSB staff will engage in community partnership in developing relevant resources and supports for embedding Indigenous knowledge in programming and pedagogy

Highlight on Black Excellence

- OCDSB staff will engage in anti-racism professional learning and implement the commitments to the UN International Decade for People of African Descent 2015-2024
- Create a multi-media campaign on Black Student Excellence



Milestones

By 2020-2021

- District is engaged with "critical friends" (see Glossary) for ongoing professional development and system change in Indigenous Education, equity and human rights
- Mandatory on-line training modules for new staff on Diversity and Inclusion Fundamentals and Unconscious Bias introduced



By 2021-2022

- Training modules on Indigenous knowledge and rights, anti-racism, anti-oppression, and human rights developed
- All staff have engaged in mandatory on-line training modules on Diversity and Inclusion Fundamentals and Unconscious Bias (anti-racism and anti-oppression)
- Annual capacity building series and multimedia campaign on Indigenous Education, equity and human rights developed

By 2022-2023

- Finance, Human Resources, Research, Evaluation & Analytics Division (READ), and Facilities staff will have engaged in foundational cultural competency training
- District Tracking System for Professional Learning in place
- Senior staff, managers, administrators, office and custodial staff, all District central departments have all engaged in foundational cultural competency training (including anti-racism/anti-oppression)

Representation

Goal

To increase representation of Indigenous, Black and minoritized individuals including 2SLGBTQ+ and those living with a disability, in: governance and leadership; staff recruitment, selection and promotion; and student voice.

Key Indicators

- Number of policies and practices implemented to increase the number of Indigenous, Black and minoritized staff hired, retained and promoted
- Increased number of Indigenous, Black and minoritized staff hired, retained and promoted
- Number of representative roles, networks and councils established and institutionalized to represent Indigenous, Black and minoritized students, staff and communities

Priorities

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



Highlight on Indigenous Knowledge

- Expand Indigenous Education team
- Establish Indigenous Student Trustee position
- Establish Elders in Residence Program
- Establish Indigenous Education Representative in each school site

Highlight on Black Excellence

- Increase representation of ABC staff in leadership positions
- Establish and actively support ABC staff affiliate network



Milestones

By 2020-2021

- Staff affiliate networks (Indigenous, Black and minoritized, 2SLGBTQ+, and other self-identified equity-seeking groups) are established and actively supported

By 2021-2022

- Employee Systems Review initiated
- Leadership Development Plan for Indigenous, Black and minoritized Leaders and other equity seeking groups (2SLGBTQ+) is developed, implemented and actively supported
- Equitable Recruitment Strategy is established and implemented
- Elders in Residence Program established
- Indigenous Education Representative established in all school sites
- Student leadership councils established: Black, Muslim, 2SLGBTQ+, students with disabilities
- Expand Indigenous Education team to include an additional itinerant and mental health support worker

By 2022-2023

- Indigenous Student Trustee Position is established



Goals and Milestones
Programming and Support for Students

Goal
To increase representation of Indigenous, Black and minoritized students in curriculum, courses, programs and pathways.

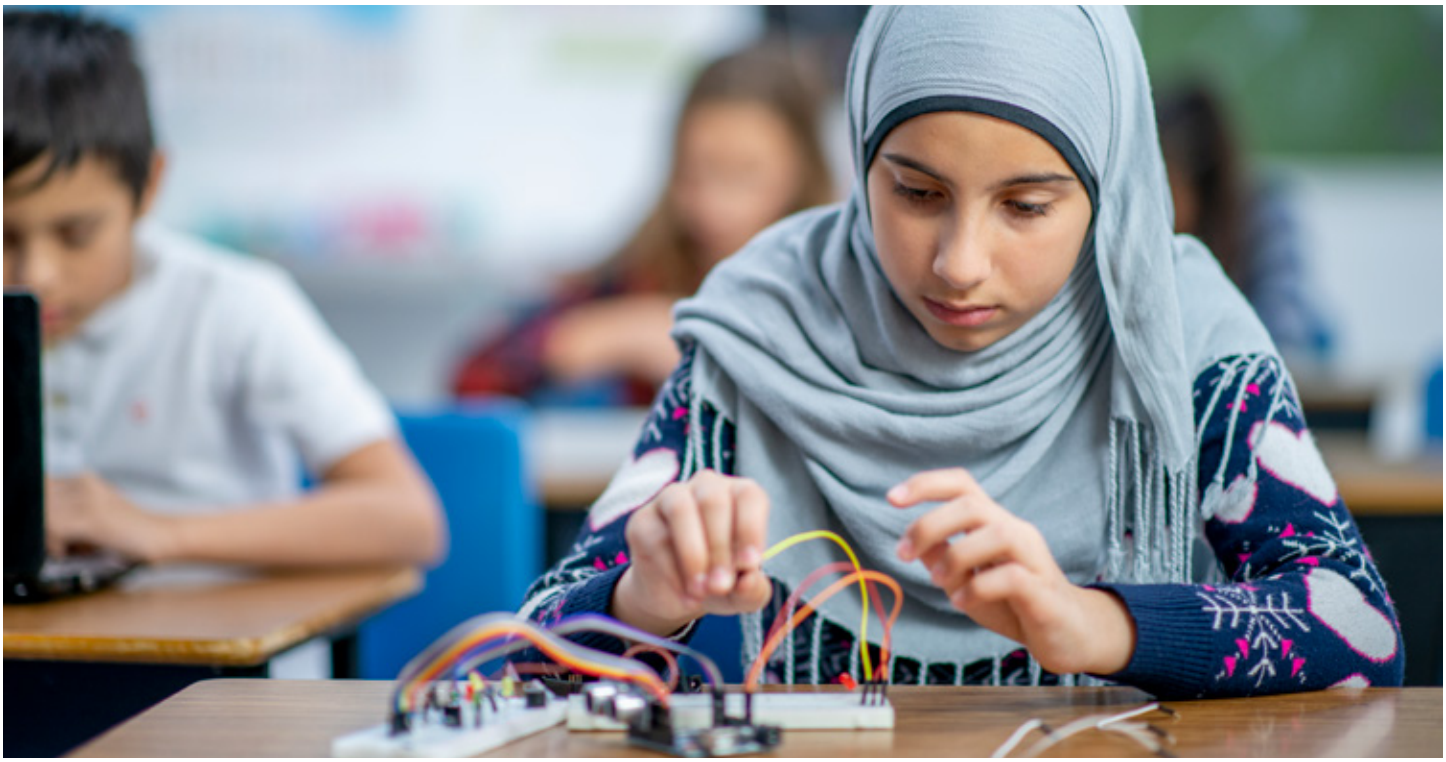
Key Indicators
- Number of courses developed or redesigned to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content and delivery
- Increase percentage of Indigenous, Black and minoritized students who report seeing themselves reflected positively in the curriculum
- Decrease disproportionate representation of Indigenous, Black and minoritized students in programs and pathways

Priorities
- Redesign Social Studies, History and Geography and Grade 9-12 English to include and represent Indigenous, Black 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 Indigenous, Black and minoritized student representation (English and Math)
- Review and modernize supports for English Literacy Development (ELD) program
- Establish links with culturally-specific mental health supports for Indigenous, Black and minoritized students
- Provide resources and support for pathways to success and graduation for Indigenous, Black and minoritized students (e.g., Graduation coach program, Rainbow Bridges program for 2SLGBTQ+)
- Develop District process/criteria for selecting and reviewing culturally responsive texts/resources for school libraries, learning commons and classrooms
- Develop comprehensive communications plan for parents, guardians and students regarding secondary program placement and course selection process and opportunities
- Develop and implement a District inquiry in select schools to address equitable access, opportunities, learning, and outcomes: Student Achievement Through Inquiry (SATE) (See Glossary.)
- Ensure all students have access to technology for learning



Highlight on Indigenous Knowledge

- Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices, in all pathways in all secondary schools
- Expand InSTEM programming in secondary schools
- Expand mathematics/beading partnerships in schools
- Develop District strategy to support transitioning students who identify as Inuit from the North
- Establish Indigenous Language Educator Initiative
- Create land-based learning opportunities for Indigenous students
- Provide Indigenous students with the opportunity to engage in cultural learning, celebrations and ceremonies: e.g., Indigenous Youth Symposium, Land Camp, Mamawii Together



Highlight on Black Excellence

- Develop and Implement Black Studies courses across the district
- Provide ABC students with the opportunity to engage in cultural learning, celebrations, and networking: i.e., Black Student Forum
- Develop District strategy to support ABC students transitioning from Grade 8 to Grade 9 including pathways

Milestones

By 2020-2021

- Indigenous Graduation Coach established at Gloucester High School to support Indigenous student success
- Graduation Coach for Black students (Sankofa Centre of Excellence) established at Woodroffe and Ridgemont High Schools
- Compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices is established in all pathways at 15 schools
- InSTEM program has been established in one secondary school
- Provide continued joint support with the Ottawa Catholic School Board and the Ontario College of Teachers for Uquasilirijiit Elders Circle for Inuktitut language teacher accreditation

By 2021-2022

- Social Studies, History and Geography, Grade 9-12 English curricula have been redesigned to include Indigenous, Black and minoritized, and 2SLGBTQI+ histories, contemporary contributions and perspectives
- Compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices is established at all secondary schools
- Black Studies course developed and piloted in two secondary sites
- District criteria have been developed to guide selection of culturally relevant and responsive education resources
- Rainbow Bridges Program to support 2SLGBTQ+ students transitioning to secondary in three secondary and feeder schools
- All students have access to technology for learning
- Grade 9 mathematics destreaming pilot
- Student Achievement Through Equity Inquiry (SATE) initiated for 11 schools
- InSTEM program expanded
- Math/beading partnerships expanded
- Establish Indigenous language credit course through Continuing Education

By 2022-2023

- Gender inclusive physical education classes are piloted in two secondary sites
- Expansion of Black Studies course and Rainbow Bridges program
- Inuktitut Core Languages pilot program is established at R.E. Wilson Public School
- Annual SATE report established
- Anishinaabek/Algonquin Elders Circle is established for language speakers accreditation through Ontario College of Teachers

Goals and Milestones
Engagement and Connectedness

Goal

To build and strengthen collaborative relationships with Indigenous, Black and minoritized students, parents and staff to create a community of belonging, promote excellence and inform actions to eliminate disparities and disproportionalities in service delivery.

Key Indicators

- Increase number of partnerships established and maintained with Indigenous, Black and minoritized communities
- Increase number of youth forums established and maintained with Indigenous, Black and minoritized youth
- Increase percentage of Indigenous, Black and minoritized students reporting a sense of belonging at school

Priorities

- 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 and minoritized students i.e., expanding annual youth forums and establish digital networking platforms
- Establish annual multimedia Speakers Series on Indigenous knowledge, anti-Black racism, Black Excellence, cultural competency, and human rights for students, staff, parents/guardians and communities
- Establish Community Engagement Coordinator



Highlight on Indigenous Knowledge

- Work with Indigenous Education Advisory Council in order to apply an Indigenous lens for reviewing policies, procedures, practices, programs and materials
- Indigenous community gatherings in schools are supported in collaboration and partnership

Highlight on Black Excellence

- Increase community partnerships to support ABC students
- Work with Community Equity Partners Group and the Advisory Committee on Equity to ensure the District is aligned with the Ontario Ministry of Education Equity Action Plan



Milestones

By 2020-2021

- Community Engagement Coordinator position established
- OCDSB formal partnerships with Wabano and Inuuqatigiit



By 2021-2022

- Indigenous community gatherings in schools are supported in collaboration and partnership
- Strategy for Community and Parental Engagement and Communication co-developed and implemented, including translation and interpretation services, collaborative engagement and outreach
- Anti-racism, anti-Islamophobia, anti-transphobia and anti-homophobia communication campaigns are developed and implemented
- Annual network events include Indigenous knowledge, equity and human rights themes for students, staff, parents/guardians and communities (Date with Diversity and Speakers Series)
- Youth Leading Youth workshops (digital and face-to-face) rolled out led by students from equity-seeking groups
- Establish annual Muslim and Newcomer Youth Forums
- Annual Indigenous Youth, Black Student and Rainbow Youth Forums expanded to include school-based youth digital networking groups

By 2022-2023

- Establish annual Conference for Girls
- Measurement of progress on Community Partnership, Parental Engagement and Communication Strategy
- Measurement of progress on establishing and developing Community Partnerships/Relationships

What Do We Expect to See by 2023

For Students

- Increased sense of safety, trust and belonging
- Increased access, opportunities and outcomes for success and excellence for Indigenous, Black and minoritized students
- Increased opportunities for student voice to shape their learning

For Parents and Community

- Repair and build trusting relationships
- Increased partnerships and collaboration with Indigenous, Black and minoritized parents and community partners to shape learning
- Increased confidence, engagement and participation in the education system

For Staff

- Increased representation of Indigenous, Black and minoritized staff population
- Increased sense of safety, trust and belonging
- Increased understanding and application of anti-racist, anti-oppression and equitable practices
- Improved relationships with all stakeholders



Message from the Director

Our Indigenous, Equity and Human Rights Roadmap offers a pathway for incredible change. At first glance, the goals outlined may seem ambitious. We are looking to secure accountability, identify and disrupt systemic and structural barriers, build staff awareness and understanding, increase representation, and develop and strengthen relationships.

This will be hard work that forces us to challenge existing structures, preconceived notions and the ways we have always done things in education. But to ignore the inequity, the systemic racism, and allow the status quo to continue will be harder still for too many students unable to reach their full potential.

Background, race, religion, gender, who we love, ability—these should not be barriers. They are key attributes that must be recognized, understood, and validated as critical to student identity. We aspire to shape a culture of caring in Ottawa-Carleton. Underpinning this culture is an emphasis on building opportunity, so all students feel welcome and empowered to find their own path to success.

Message from the Chair of the Board

The Indigenous, Equity and Human Rights Roadmap is not simply an OCDSB creation. The voices and advocacy of students, parents, staff and community partners have been fundamental to the construction of this plan.

On behalf of the Board of Trustees, I would like to thank all of those who shared their experiences and offered helpful guidance. The stories shared with us through the identity survey, meetings and focus groups have been difficult to tell and difficult to hear, but they have shone a light on deeply-rooted structural racism in our district and in our community. Some students have felt actively discriminated against, while others have seen their identity ignored through omission. We must acknowledge and learn from this past.

This roadmap is indeed a path for us all to follow. We need the community to continue to hold us accountable and to be our partner to ensure our gains extend beyond the walls of our schools. You have led us to this point. Now is the time for us to move forward together along this road.

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
- 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)

Glossary

ABC	An acronym for people who identify as being from African, Black and African-Caribbean descent
Ableism	Attitudes in society that devalue and limit the potential of persons with disabilities. People with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems and the broader culture of a society.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy.
Anti-Indigenous Racism	The ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.
Anti-Oppression	The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often to further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; it may also be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppression in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities.
Anti-Racism	An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
Antisemitism	Latent or overt hostility or hatred directed towards, or discrimination against individual Jews or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual and religious heritage.
Bias	A predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.
Code Grounds	Grounds protected from discrimination under the Ontario Human Rights Code are age; ancestry, colour, race; citizenship; ethnic origin; place of origin; creed (religion); disability; family status, marital status, gender identity and gender expressions; sex; and sexual orientation.
Critical friend	A critical friend is encouraging and supportive, but also provides honest and often candid feedback that may be uncomfortable or difficult to hear. A critical agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues.
Culturally Responsive Teaching	Teaching that uses familiar cultural information and processes. The focus is on relationships, the interaction between the knowledge and skills of the teacher and the students, and critical social awareness.
Discrimination	Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics (Note: this is not a legal definition).
Duty to Accommodate	Under the Ontario Human Rights Code, people identified by Code grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or "accommodations" to take part equally in the social areas the Code covers, such as employment, housing and education. Employers, housing providers, education providers and other parties responsible under the Code have a legal obligation to accommodate Code-identified needs, unless they can prove it would cause them undue hardship. Undue hardship is based on cost, outside sources of funding and health and safety factors.

Equality	Treating people the same way, to give everyone equal access to opportunities and benefits in society.
EQAO	The Education Quality and Accountability Office tests students' skills in reading, writing and mathematics at key points in their education (grades 3, 6, 9 and the OSSLT - Ontario Secondary School Literacy Test).
Equity	Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.
Faithism	Any ideology that ascribes to people values, beliefs and behaviours, and constructs people as fundamentally different and unequal – deserving or undeserving of respect and dignity – based on their religion or beliefs.
Harassment	Words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. Harassment under the Ontario Human Rights Code is based on the prohibited/protected grounds (see the Code's definition).
Homophobia	The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as "homosexual."
Inclusive Design	Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
Inclusive Education	Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
Indigenous	The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) points out that Indigenous peoples have argued against the adoption of a formal definition at the international level, citing the need for flexibility and for respecting the right for each Indigenous people to define themselves. However, several factors that are relevant to the concept of "Indigenous": • Priority in time, with respect to the occupation and use of a specific territory • The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions • Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity • An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist. In Ontario, the Ministry of Education considers First Nations, Métis, and Inuit peoples to be Indigenous although it must be noted that these are deceptively broad categories and do not take into account the vast and varied, unique and distinct peoples within them.
Islamophobia	Racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general.
Intersectionality	A theoretical framework for understanding how aspects of a person's social and political identities (gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege.
Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
Minoritized	A racial, ethnic, religious, or social subdivision of a society (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty, etc.) that is pushed to the margins in political, financial, or social power, often by means of institutional or systemic bias and discrimination.

Racialization	The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life. This term is widely preferred over descriptions such as "racial minority", "visible minority" or "person of colour" as it expresses race as a social construct rather than as a description of persons based on perceived characteristics.
Racialized	Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia.
Racism	Includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism is a belief that one group is superior to others performed through any individual action or institutional practice that treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination. There are three types of racism: Institutional, Systemic and Individual.
Sanism	Mentalism or sanism is discrimination and oppression against a mental trait or condition a person has, or is judged to have. This discrimination may or may not be characterized in terms of a mental disorder or cognitive impairment.
Sankofa	A word in the Twi language of Ghana that translates to "Go back and get it" and also refers to the Bono Adinkra symbol represented either with a stylized heart shape or by a bird with its head turned backwards while its feet face forward carrying a precious egg in its mouth.
SATE	The Student Achievement Through Inquiry (SATE) project uses factors known to contribute to successful schools to bring children, families and communities together in the educational environment as partners in the learning process, with the school becoming the "heart of the Community." These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of students' voice; and celebration of cultural diversity
Systemic Barrier	A barrier embedded in the social or administrative structures of an organization, including its physical accessibility, policies, practices and decision-making processes, or its culture. These may appear neutral on the surface but exclude members of groups protected by the Human Rights Code.
Systemic Discrimination	Patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for groups identified under the Human Rights Code.
Systemic Racism	Patterns of behaviour, policies or practices that are part of the structures of an organization, and which create or perpetuate disadvantage for racialized persons.
Transphobia	The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.
TRC	Truth and Reconciliation Commission
Truth and Reconciliation	The truth-telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere acknowledgement of the injustices and harms experienced by Indigenous people and the need for continued healing.
Unconscious Bias	The associations that we hold which, despite being outside our conscious awareness, can have a significant influence on our attitudes and behaviour. Regardless of how fair minded we believe ourselves to be, most people have some degree of unconscious bias. The means that we automatically respond to others (for example, people from different racial or ethnic groups) in positive or negative ways.
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples.
Universal Design for Learning (UDL)	Provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students, whereas differentiated instruction allows them to address specific skills and difficulties. UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of all students.