



Special Board Meeting Agenda

May 5, 2025 7:30 p.m.



Michelle Arseneault
Trustee
Town of Whitby

Tracy Brown
Chair of the Board
Trustee
Town of Whitby

Emma Cunningham
Trustee
City of Pickering

Donna Edwards
Trustee
Town of Ajax

Mark Jacula
Trustee
City of Oshawa

Stephen Linton
Trustee
City of Pickering

Kelly Miller
Trustee
Town of Ajax

Carolyn Morton
Trustee
Townships of Brock, Scugog &
Uxbridge

Deb Oldfield
Vice Chair of the Board
Trustee
City of Oshawa

Shailene Panylo
Trustee
City of Oshawa

Christine Thatcher
Trustee
Town of Whitby

Vacant
Trustee
(First Nations Representative)

Kayla Hoare
Student Trustee

Nitishan Poopalasundaram
Student Trustee

Shampavi Vijayakumar
Student Trustee

Durham District School Board
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YouTube: [DurhamDSB](https://www.youtube.com/DurhamDSB)

DURHAM DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

Monday, May 5, 2025

7:30 p.m. (or immediately following adjournment of Standing Committee)

	PAGE
1. <u>Call to Order</u>	Verbal
2. <u>Land Acknowledgement</u>	
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Adoption of Agenda</u>	Verbal
5. <u>Recommended Actions</u>	
(a) Naming of the Unnamed Pickering Seaton Public School (Superintendent Martine Robinson)	1 – 19
6. <u>Adjournment</u>	Verbal

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: May 5, 2025

SUBJECT: Naming of the Unnamed Pickering Seaton PS **PAGE:** 1 of 7

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Martine Robinson, Superintendent of Education

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

1.0 Abstract

Durham District School Board's (DDSB) Naming of Schools Policy (Appendix A) and Procedure (Appendix B) outline the process to be undertaken when naming a new school prior to its opening. The Unnamed Pickering Seaton Public School is anticipated to open in September 2025 and in accordance with the Naming of School Procedure, a Naming Committee, consisting of trustees, a representative of the Indigenous Education Advisory Circle, community members and students was struck, and the broader community was invited to submit proposed names through consultation. Following two rounds of consultation and three Committee meetings to review, discuss and shortlist submitted names, this report presents the top three name choices as determined by the Committee, with the preferred name being recommended for adoption. The top three name choices for the Unnamed Pickering Seaton PS are:

- Josiah Henson Public School
- Seaton Public School
- Mary Ann Shadd Public School

The recommended name for the new school is Josiah Henson Public School.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with the process that was undertaken for selecting the name for the Unnamed Seaton PS in compliance with the School Naming Policy and Procedure; the report provides the Board with the top three name selections from the Naming Committee with the recommendation that the Board of Trustees approve the school name preference offered by the Committee.

3.0 **Background**

The Unnamed Pickering Seaton Public School is located at 1100 Azalea Avenue, Pickering. The school will have a Ministry of Education capacity of 634 pupils and is scheduled to open in September of 2025.

As per the Naming of Schools Procedure:

“In accordance with the School Naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board.”

A Naming Committee was struck, and the following members were invited to engage in three Committee meetings on March 26, April 8, and April 23, 2025. The names of the committee members are as follows:

- Emma Cunningham - Trustee (Pickering)
- Stephen Linton - Trustee (Pickering)
- Kim Humphreys - SCC Member, EB Phin PS
- Grace Damian - SCC Member, Highbush PS
- Shireen Bhabha - SCC Member, Westcreek PS
- Mubeena Masood - SCC Member, Westcreek PS
- Emma N. - Student
- Amiya D. - Student
- Ishaan S. - Student
- Jathuri U. - Student
- Quincy James - DDSB System Lead
- Michelle Alexander - DDSB Indigenous Education Facilitator; and representative DDSB Indigenous Education Advisory Circle
- Alicia Lewis-Brown - Principal
- Martine Robinson - Superintendent of Education

Criteria Guidelines as per Naming of Schools Policy:

- The objective of this policy is to establish the process and parameters for the naming or renaming of schools that support the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize the Policy.
- The DDSB recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all students and employees to an environment that is free from discrimination.

- The name for a school shall align with the points above and include:
 - The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or
 - The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
 - The name of a significant Canadian event.

The School Naming Committee invited community members to submit proposed names for the school in accordance with the Procedure:

- The School Naming Committee shall undertake a process to receive submissions from the broader school community.
- Only submissions that adhere to the guidelines in the Policy will be considered. All submissions should include background information and context as may be appropriate to support the submission.

4.0 **Analysis**

4.1 Submissions

Names were submitted through the community engagement step in the process. Seventy names remained for consideration once duplicates were removed.

4.2 Committee Decision Making Process

The top three choices for the proposed school name were selected using the following process:

- Meeting #1: Naming Committee reviewed the Naming Policy and Procedure and the Indigenous Education Policy. Each Naming Committee member received a package containing the submissions of school names for their review. Members were asked to review and research their preferred names to be discussed at the second meeting.
- Meeting #2: Members openly reviewed and discussed the submissions. The names were then reviewed for additional consideration raised by members, including naming after individuals and future concerns that may evolve, variations of the same name and any potential harm names may cause. The Committee then shortened the list to 12 names using the dotmocracy system (coloured dots indicating each member's selection). Following this round, members discussed renaming selections and once again utilized a dotmocracy to identify their top choices. After a second round of selection, three names remained.

School Naming Committee's Shortlist of Names

In alphabetical order with a brief description.

Josiah Hensen Public School

Naming a school “Josiah Henson Public School” in Pickering, Ontario would be a powerful way to honour the legacy of a remarkable leader in the Underground Railroad and a tireless advocate for education. His life story embodies resilience, courage, and a deep commitment to justice, values that continue to inspire students today. Recognizing Henson in this way would not only celebrate a pivotal figure in Ontario’s history but also advance our collective efforts to promote Black history, equity, and inclusion in education. His name would serve as a daily reminder of the power of perseverance and the importance of fighting for what is right. A school named in his honour would strengthen local connections to Black heritage in Canada and contribute meaningfully to the ongoing work of reconciliation and social justice, making it a deeply educational and inspiring choice.

This proposed name aligns with Section 5.6(a) of the Naming of Schools Policy, which states that the name shall include:

The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB.

Mary Ann Shadd Public School

Naming the new school in Pickering “Mary Ann Shadd Public School” would be a powerful tribute to one of Canada’s most courageous and pioneering leaders. Mary Ann Shadd was an abolitionist, educator, and the first Black woman publisher in North America. She dedicated her life to fighting slavery, racism, and inequality, and opened a school for Black refugees in Windsor to ensure access to education for all. Her unwavering commitment to justice and learning makes her an inspiring role model. A school bearing her name would not only honour her remarkable legacy but also serve as a daily reminder to students of the power of courage, advocacy, and education.

This proposed name aligns with Section 5.6(a) of the Naming of Schools Policy, which states that the name shall include:

The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB.

Seaton Public School

Naming the school “Seaton Public School” reflects a deep connection to the local community, instilling a sense of pride and belonging among residents. Rooted in the heritage of the area, the name honours Seaton’s identity and history while establishing the school as a recognizable and unifying landmark. It reinforces the

values of community, collaboration, and shared responsibility for education, making the school a proud symbol of the neighbourhood it serves.

This proposed name aligns with Section 5.6(b) of the Naming of Schools Policy, which states that the name shall include:

The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area.

The second round of community consultation took place based on the top three names selected by the Naming Committee. The results, listed below in descending order of preference according to voting results from the community, are as follows:

1. Seaton Public School
 2. Josiah Hensen Public School
 3. Mary Ann Shadd Public School
- Meeting #3: On April 23, 2025, the Naming Committee met for its third and final meeting to review results of the community consultation and engaged in two additional dotmocracies to come up with the Committee's preferred name of the Josiah Henson Public School. A thoughtful discussion about the impact and significance of each name was conducted.

The results, listed below in descending order of preference according to voting results from the Committee, are as follows:

1. Josiah Hensen Public School
2. Seaton Public School
3. Mary Ann Shadd Public School

4.3 Committee Decision

The following name was selected as the recommended choice by the Naming Committee members: Josiah Hensen Public School.

5.0 **Financial Implications**

N/A

6.0 **Strategic Links**

The selection by the Naming Committee of Josiah Henson Public School is deeply aligned with the DDSB Multi-Year Strategic Plan. This decision meaningfully reflects and supports the Board's commitments in the following strategic priority areas:

- **Meaningful Learning:** The name Josiah Henson honours a renowned advocate for education whose legacy will inspire a culture of academic excellence, inclusive instruction, and student engagement. Embedding the values of resilience, literacy, and justice into the school's identity fosters deeper learning and data-informed practices that promote improved outcomes for all students.
- **Well-Being:** Honouring Josiah Henson creates a daily opportunity to nurture student identity, self-worth, and belonging. His life story exemplifies courage, perseverance, and strength in the face of adversity, qualities that will support safe, welcoming environments and advance the well-being and mental health of students and staff.
- **Connected Communities:** The name was selected through a transparent and inclusive consultation process with Indigenous partners, students, families, staff and community members. It reflects a shared commitment to ensuring all learners feel seen, heard, and valued. Naming the school after an exceptional Black Canadian leader recognizes the diverse contributors to Canadian history and our commitment to Anti-Oppression grounded in our guiding principles of striving to, caring about and knowing one another.

This alignment ensures that system-wide priorities and further advances DDSB's ongoing work in Indigenous Rights and Human Rights, across all schools and departments.

7.0 Communication/Implementation Plan

Pending approval of the name for the Unnamed Seaton Public School, Communications staff will support with the following:

- Messaging to staff
- Messaging to families
- News release (sent to media, posted to DDSB website and social media)
- Internal and external branding support (website, etc.)

A website for the new school will be created and contact information for the school will be added to the DDSB Website.

8.0 Conclusion/Recommended Action

It is recommended that the Board of Trustees select the recommended name as determined by the Naming Committee, Josiah Henson Public School, as the official name of the new Unnamed Pickering Seaton Public School in Pickering, Ontario.

9.0 Appendices

Appendix A: Naming of Schools Policy
Appendix B: Naming of Schools Procedure
Appendix C: Indigenous Education Policy

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Martine Robinson, Superintendent of Education

Naming of Schools

1.0 Rationale

- 1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible and reasonable process.
- 1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse identities, strengths, experiences and perspectives of our communities and values their contribution to school naming.

2.0 Policy Objective

- 2.1 The objective of this policy is to establish the process and parameters for the naming or re-naming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.
- 2.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

3.0 Definitions

In this policy,

- 3.1 Board refers to the Board of Trustees for Durham District School Board.
- 3.2 District refers to the corporate entity of Durham District School Board.
- 3.3 Staff refers to any individual who is employed by DDSB.

4.0 Responsibilities

- 4.1 Trustees: For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.
- 4.2 Director of Education: For the purposes of this policy, the operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

- 5.1 To name a new or consolidated school, a School Naming Committee shall be established to provide a short-list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.
- 5.2 The School Naming Committee shall reflect the diverse communities DDSB serves and be comprised of the area Trustees (no fewer than two Trustees), a Student Trustee, and the Family of Schools Superintendent, together with those representatives from the community and the school's staff and students as may be selected in accordance with the procedure adopted under this Policy.
- 5.3 If a written request is received to rename an existing school, the Director will review the request, and if satisfied that it is, or is likely to be a concern that engages one or more of the renaming criteria stipulated in section 5.4 of this Policy, then the Director shall deliver a report to the Board. The rationale for a name change, the composition of the School Naming Committee and a financial analysis of the associated costs will be included in the report to Trustees.

If, based on the report provided by the Director of Education, the Board is satisfied that any of the criteria of section 5.4 are engaged such that the name of the school is to be changed, a School Naming Committee shall be struck. The School Naming Committee will provide a short list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.

If the Director is not satisfied that the request is, or is likely to be a concern that engages one or more of the renaming criteria stipulated in section 5.4 of the Policy, then the Director shall maintain a record of such requests and shall deliver a summary report at the end of the year of all such names.

- 5.4 A school shall be eligible to be renamed under this policy if:
- a) the current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or
 - b) the current name constitutes a significant departure from generally recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or
 - c) the current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community; or
 - d) the Board, in conjunction with the school community, has developed a new identity for the school.
- 5.5 The Board will accept the recommendation of the School Naming Committee and choose a name on the shortlist of names recommended. If required, the Board can refer the matter back to the School Naming Committee for recommendations of additional proposed names.
- 5.6 The name for a school shall align with 2.1 and 2.2 of this Policy and include:
- a) the name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or

- b) the name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
- c) the name of a significant Canadian event

5.7 In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.

6.0 Evaluation

6.1 This Policy is subject to review and revision as may be deemed appropriate by the Board, but it shall be brought to the Board for review at least every five years.

7.0 Reference Documents

- Naming of School Procedure

Appendix:

Appendix A: Naming of Schools Flowchart

Effective Date:

1985-06-10

Reviewed and Amended:

2003-09-03

2003-11-17

2006-08-02

2013-05-22

2013-11-20

2021-04-19

2024-05-21

Naming of Schools

1.0 Rationale

- 1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible, and reasonable process.
- 1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse needs and identities of our communities and values their contribution to school naming.

2.0 Objective

- 2.1 The objective of this procedure is to operationalize the Policy on Naming of Schools by outlining the process for naming new schools or the renaming of existing schools that supports the Board's commitment and legal responsibilities to indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to authorize the creation of a Board Procedure to operationalize this Policy.

3.0 Definitions

In this Procedure,

- 3.1 Board refers to the Board of Trustees for DDSB.
- 3.2 District refers to the corporate entity of the Durham District School Board.
- 3.3 Staff refers to any individual who is employed by the DDSB.
- 3.4 Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.
- 3.5 School Community refers to students, staff, and stakeholders specifically affiliated with an individual school.

4.0 Responsibilities

- 4.1 Director of Education: For the purposes of this procedure, the Director of Education will monitor the progress of the School Naming Committee and ensure that representation and timelines are met.
- 4.2 Superintendent of Education: For the purposes of this procedure, the Superintendent of Education will ensure a successful School Naming Committee is formed and follows the procedural steps for school naming with an emphasis on school-community engagement.
- 4.3 Principal: For the purposes of this procedure, the Principal will be an active member of the School Naming Committee and will serve as a conduit to ensure the school community is well informed of all developments.

5.0 Guidelines and Considerations

- 5.1 The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.
- 5.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

6.0 Procedures

- 6.1 In accordance with the School naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board.
- 6.2 The School Naming Committee shall first and foremost reflect the diverse communities that DDSB serves and be composed of:
 - (a) The area trustees. Where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are no fewer than two;
 - (b) The Superintendent of Education/Area, and appropriate supporting Officer;
 - (c) The Principal designate;
 - (d) Two School Community Council representative(s) or one School Community Council member representing each of the amalgamating communities;
 - (e) Two Student Council representative(s) representing school or schools or one Student Council representative from the schools that are being consolidated;
 - (f) Two school community members invited by the Superintendent of Education/Area in consultation with the Trustees;
 - (g) A member of the Indigenous Advisory Circle;
 - (h) Where a member has a conflict of interest i.e. descendent or an immediate family member of a name put forward, that person shall not be a member of the committee.
- 6.3 No two members of the committee shall be members of the same immediate family.
- 6.4 All members of the committee are voting members.
- 6.5 The Family of Schools Superintendent will Chair the Committee and will be a non-voting member.

6.6 Role of the Naming Committee

The School Naming Committee shall undertake a process to receive submissions from the broader school community.

The School Naming Committee will review and consider submissions made to it and narrow them for a second round of consultation with the school community.

In circumstances where renaming a school is being considered, the committee will consider all voices and perspectives, including the community(ies) that raised the concern.

Only submissions that adhere to the guidelines in section 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

The Family of Schools Superintendent will bring forward a report to Board with the top three choices from the School Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the School Naming Committee for the Board of Trustees' consideration. The Family of Schools Superintendent will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the district.

- 6.7 Once the Board of Trustees selects the name or new name for the school, all materials produced with that name will include the Durham District School Board logo.

7.0 Reference Documents

7.1 Policies

- Naming of Schools

Appendix:

None

Effective Date

1987-03-23

Amended/Reviewed

1998-10-05

2003-04-22

2003-09-03

2003-11-17

2006-08-02

2010-03-22

2013-05-22

2013-11-21

2018-10-15

2021-04-19

Indigenous Education

Aanii, boozhoo, gakina gweya dinawaymaagmnidoowak. Miigwechwendam gaye e-gakina bimaadizijik, miigwech eshkawgimikwe aki'ing, miigwech giizis, miinwaa dibik giizis, miigwech noodin, giizhigoong, miinwaa ji-animikiikag, miigwech nibi waaboo, miigwech anungoohns, ogii-miizhiyaang wesiinyag, beneshiiyag, amoodejik, miinwaa nbiishing aa-yaa-jig, Miigwech biidaabung, Nimkii anupowaagun, nimkii bineshii, minwaa waasnoodo. Miigwech gizhemanidoo. Miigwech, Miigwech, Miigwech, Miigwech. Nahaaw, aambe goshkoozin! Gidaa-naakiimewe, ne'iikaanagaanaa.

(Beedahbin Peltier- Wikwemikong First Nation)

I see you, how things have come together here in this place, inclusively to everyone, and all of your relations - past, present and future. The influencers of energy and spirit, the ancestors foresaw the potential of today. We are grateful for our families, grateful for Mother Earth, and the land, grateful for the sun and the wind, the air, sky, and the thunders that come; the water and abilities of water and the stars. Thank you for bringing together the animals, birds, animals that crawl, and animals in the water. We thank the keepers of the four directions. Thank you to the universal energy, from the smallest particles to our Milky Way. Our perpetual commitment to reciprocity. Ok, let's go and ignite our fires/hearts! We will uphold our responsibilities to self, community, and creation for all of our relations and the ones to come.

1.0 Rationale

- 1.1 The Durham District School Board adopts this policy in recognition that 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.
- 1.2 The Durham District School Board adopts the following as a foundational statement of our commitment to Indigenous peoples: "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." (United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 15)

2.0 Objective

- 2.1 This policy is informed by UNDRIP and is informed by and compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Freedom of Information and Protection of Privacy Act, the Anti-Racism Directorate's Data Standards and the DDSB's Guidelines and Procedures for the Accommodation of Creed in Schools: An Inclusive Approach.
- 2.2 The District recognizes that the education system has its foundation in Eurocentric thinking, assimilation practices and genocidal laws that have historically marginalized Indigenous peoples and continue to disproportionately and negatively affect Indigenous students.
- 2.3 The District acknowledges that learning about Indigenous knowledge systems, worldviews, truths, histories and contributions benefits all students in all schools and must be present in all curriculum areas.

- 2.4 The District recognizes all stakeholders have shared roles and responsibilities for supporting and not infringing Indigenous rights.
- 2.5 This policy is adopted to support Indigenous rights within the context of the statements and commitments made in the preceding paragraphs.

3.0 Definitions

In this policy,

- 3.1 **Board:** The Board of Trustees for the DDSB.
- 3.2 **District:** the corporate entity of the Durham District School Board.
- 3.3 **Staff:** any individual who is employed by the DDSB.
- 3.4 **Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.
- 3.5 **Colonialism:** Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their laws, cultures, traditions and ties to the land.
- 3.6 **Anti-Colonial:** intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.
- 3.7 **Cultural Appropriation-**is the adoption of an element or elements of one culture or identity, knowingly or unknowingly, by members of another culture or identity without engaging or consulting with the community, which can often result in diminishing or trivializing significant cultural or spiritual meaningful practices/traditions, and can be discriminatory and racist. For Indigenous peoples in Canada, cultural appropriation is rooted in colonization and ongoing oppression.
- 3.8 **Giikendaaswin-** is an Anishinaabe word to describe Anishinaabe worldview; knowledge, information, and the synthesis of personal teachings that everything is connected.
- 3.9 **Indigenous Rights:** derive from Indigenous peoples political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.
- 3.10 **Indigenous Education Advisory Circle:** an advisory committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise the Board on Indigenous education initiatives and programs throughout the DDSB.

4.0 Policy

Ancestral Lands

- 4.1 The District recognizes that it is situated on the ancestral and treaty land of Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island, two Anishinaabek Ojibwe Nations. The Durham District School Board acknowledges that many Indigenous Nations have

long-standing relationships, both historic and modern, with the territories upon which our school board and schools are located. Today this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral land treaty lands that we teach, learn and live. These Nations hold legal and specific rights in their respective territories. This area has been and continues to be home for Indigenous peoples and non-Indigenous peoples.

The District is committed to fostering and maintaining healthy reciprocal relationships with urban First Nations, Métis and Inuit community members, Métis Nation of Ontario, Mississaugas of Scugog Island First Nation, Chippewas of Georgina Island First Nation and the Anishinabek Education System.

Distinct Rights and Consultation

- 4.2 The District recognizes that Indigenous rights are distinct.
- 4.3 These distinct Indigenous rights are recognized in numerous international covenants and conventions and also in pre- and post-confederation treaties.
- 4.4 The District also recognizes that Indigenous Peoples are distinct from equity-seeking groups in that they are self-determining Nations with inherent rights, laws, and institutions. In the exercise of their rights, they should be free from racism and discrimination of any kind.
- 4.5 Indigenous staff and students shall not be subject to actions with the aim or effect of depriving them of their distinct rights. The District is committed to providing services, workplaces and learning environments that center Indigenous rights, human rights and equity and that are welcoming, respectful, safe, inclusive, equitable and free from oppression, discrimination, racism, harassment and harm.
- 4.6 The District is committed to upholding Indigenous and Inherent Rights in a manner that prioritizes ethical conduct and healthy relationships with Indigenous community members. In this regard, the District is committed to meaningful consultation and engagement with Indigenous peoples in accord with the expectations of local Indigenous community members on matters related to Indigenous education policy and procedure development, amendment and/or implementation and on curriculum and programs or other policy or systemic issues impacting Indigenous peoples or their rights as confirmed in this Policy. Local Indigenous community members could include Indigenous parents or parent councils, Indigenous policy consultants, Indigenous employees, Indigenous lawyers, Indigenous human rights specialists, Indigenous Elders, Indigenous activists, and Indigenous scholars.
- 4.7 The District will ensure that Indigenous community voice is present in board governance, strategic direction and priorities and policy setting.

School Climate and Curriculum

- 4.8 Indigenous Peoples have the right to the dignity that comes with acknowledgement of the diversity of nations, laws, cultures, traditions, histories and aspirations and this shall be appropriately reflected in curriculum, programs and public information.
- 4.9 There is a shared responsibility between the District and local Indigenous community members to promote and protect the rights of Indigenous students, families and staff and to ensure the maintenance of a respectful, safe and positive school climate and the actions that support Giikendaaswin.

- 4.10 Indigenous students have the right to an education free from racism and discrimination of any kind and to learning experiences that align with and promote Giikendaaswin.
- 4.11 Indigenous (First Nations, Métis, and Inuit) education delivered within the DDSB is to comply with legislative requirements, the terms of this policy and shall support the District's commitment to Indigenous rights, human rights, anti-oppression, anti-Indigenous racism and non-discrimination.
- 4.12 Discrimination and harassment such as, but not limited to, cultural appropriation, harmful narratives, stereotypes and racial slurs are unacceptable and are incompatible with District values and expectations.
- 4.13 The District shall value and present Indigenous expertise and knowledge systems as equal to, and on par with, Eurocentric knowledges, in accordance with terms of any procedure adopted under this Policy.

Anti-Colonialism

- 4.14 The District is committed to understanding the ongoing legacies of colonialism which continue to negatively impact the social, legal, economic, cultural and political lives of Indigenous Peoples and their lands, including Indigenous peoples' right to education without discrimination.
- 4.15 The District recognizes that uninterrupted existing structures replicate or perpetuate colonial and discriminatory structures, processes and decision making and negatively affect Indigenous rights and, therefore, that the District must begin to engage in anti-colonial actions to address these structures. In this regard, the District adopts UNDRIP as a guiding document to inform the creation of District policies, and procedures. The District is committed to acting upon, reconciling and being accountable to Indigenous Peoples in addressing the impacts of colonialism.

Self-Identification

- 4.16 In response to the Ministry of Education's Ontario First Nation, Metis and Inuit Education Policy Framework (2007), the DDSB shall provide students 18 years or older and all parents/guardians of Indigenous students the opportunity to voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry.
- 4.17 The District shall establish and maintain a strictly voluntary process to collect, aggregate, and report confidential Indigenous self-identification data in accord with applicable privacy legislation and best industry practices to maintain privacy and confidentiality.
- 4.18 Any such data shall only be used to identify and remove barriers experienced by Indigenous students and families, inform anti-colonial practices and improve Indigenous education programs within the District. The District shall respectfully utilize relevant voluntary, confidential self-identification data to develop, implement, and evaluate responsive programming that increases Indigenous student engagement, well-being, and achievement of Indigenous students within the District.

Implementation

- 4.19 Implementation of this policy will be an ongoing commitment of the Director and delegates and the Board, within the scope of their respective responsibilities, that will involve amongst other things:
 - Examining existing colonial structures and supporting anti-colonial efforts;
 - Monitoring and assessing organizational compliance with this policy;

- Putting in place appropriate and sustainable organizational structures, resources and expertise to support the successful implementation of this policy and related procedures;
- Revising or removing policies, procedures and practices that conflict with this policy and adopting and implementing new policies, procedures and practices that proactively promote and support Indigenous and inherent Rights and anti-discrimination; and
- Engaging in ongoing learning and training in understanding the rights of Indigenous Peoples and the deep impacts of colonialism and how it continues today.

5.0 Evaluation

- 5.1 This policy is to be reviewed and updated as required but at a minimum of five years [NM1] or as may be requested by the local First Nations (Mississaugas of Scugog Island and Chippewas of Georgina Island First Nation) or the Indigenous Advisory Circle.

6.0 Reference Documents

6.1 Policies

- [Equity and Inclusion](#)
- [Consultative Process](#)
- [Voluntary, Confidential First Nation, Métis and Inuit Student Self-Identification Policy](#)

6.2 Procedures

- [Equity and Inclusion](#)
- [Positive School Climate](#)
- [Land Acknowledgement](#)
- [Opening and Closing Exercises](#)
- [Voluntary, Confidential First Nation, Métis and Inuit Student Self-Identification Policy](#)
- [Learning Resource Materials Selection](#)

6.3 Other Documents

- Anishinabek Education System
- Anishinabek Education System Master Agreement
- Canadian Charter of Rights and Freedoms
- Charter of the United Nations
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework
- Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach
- United Nations Convention on the Rights of a Child (UNCRC) Constitution Act
- Canadian Charter of Rights and Freedoms (CCRF) (section 15, 35)

- Ontario Human Rights Code
- United Nations Universal Declaration of Human Rights (UDHR)
- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Pre and post-confederation treaties as so entered into

Appendix:

None

Effective Date

2021-09-21

Amended/Reviewed

YYYY-MM-DD