



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING STANDING COMMITTEE PUBLIC SESSION

Monday, June 7, 2021

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Director of Education: Director Norah Marsh

Recording Secretary: Kathy Fitzpatrick

DATE: Monday, June 7, 2021

TIME: 7:00 p.m.

LOCATION: Virtual

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, June 7, 2021
7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Land Acknowledgement</u>	Verbal
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.	
3. <u>Moment of Silence</u>	
4. <u>Declarations of Interest</u>	Verbal
5. <u>Motion to Approve Agenda</u>	Verbal
6. <u>Community Presentation</u>	
7. <u>DDSB Presentations</u>	
(a) Parent Involvement Committee (PIC) Annual Report (Trustee Scott Templeton, PIC Chair, Valrie Estridge)	1-3
8. <u>Director's Update</u> (Director Norah Marsh)	Verbal
9. <u>Recommended Actions</u>	
10. <u>Information Items</u>	
(a) Student Trustee Report (Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya)	Verbal

- (b) Draft Indigenous Education Policy 4-27
(Superintendent Erin Elmhurst, Mohamed Hamid)

11. Committee Reports

- (a) Equity and Diversity Ad Hoc Committee Meeting Report, April 28, 2021 28-32
(Trustee Patrice Barnes)

12. Correspondence

- i. Halton District School Board 33-34
- ii. Hamilton-Wentworth District School Board 35
- iii. Waterloo Region District School Board 36-37

13. Other Business

14. Adjournment

PARENT INVOLVEMENT

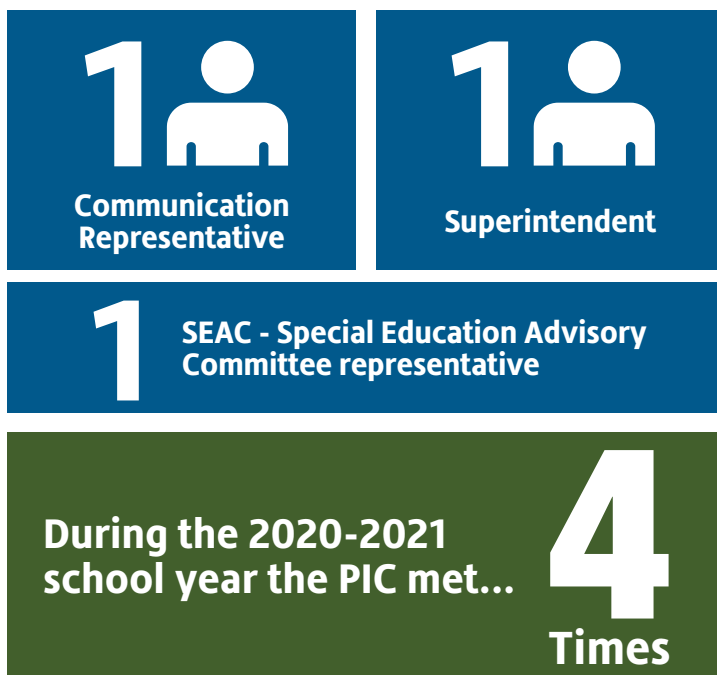
YEAR END REPORT 2020-2021



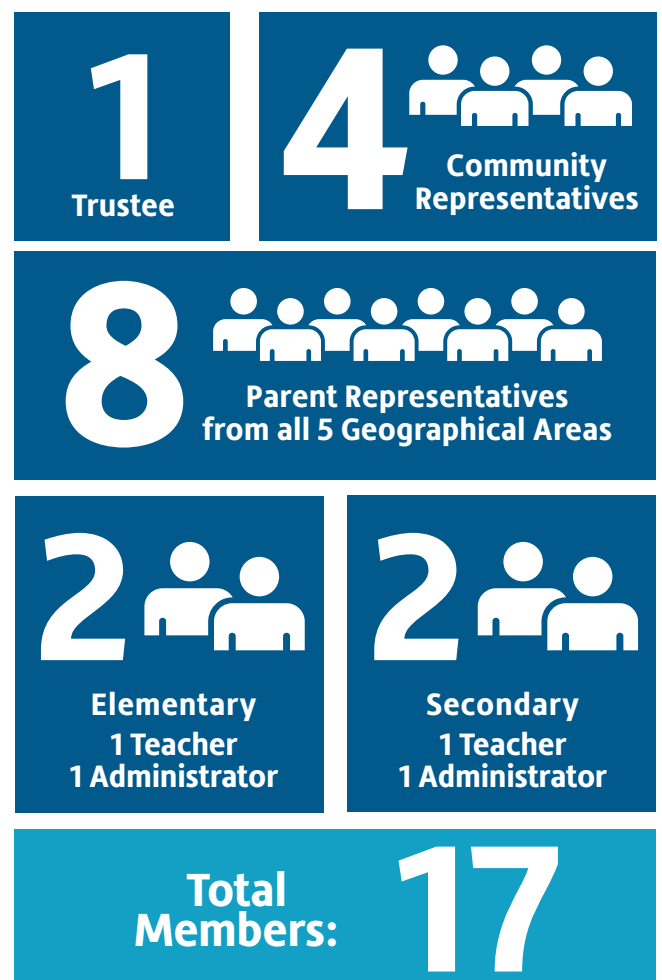
This report has been provided to the Board of Trustees as required by DDSB Regulation: Parent Involvement Committee and Ontario Regulation 330/10 which states that "The Parent Involvement Committee shall annually submit a written summary of the committee's activities to the Chair of the Board and the Director of Education."

The Parent Involvement Committee (PIC)

provides the school board with information and advice to help engage parents. The PIC undertakes activities to help parents support their children's learning at home and at school. They also share information with, and support School Community Councils.



The Parent Involvement Committee comprises...



In an effort to support a multitude of engagement opportunities for parents and caregivers, the Parent Involvement Committee (PIC) established working groups that led several key initiatives including:

Parent Reaching Out (PRO) Grants, Parent Engagement Series, Parents as Partners Symposium, Welcome to DDSB Resource and Parent Engagement Communication.

PARENTS REACHING OUT (PRO) GRANTS

A key focus for PRO Grant initiatives is to reduce barriers for parent engagement and meet the individual needs of the school communities. The Ministry of Education provided \$39,623.69 to support PRO Grants in the DDSB. With a focus on collaboration between school communities and School Community Councils (SCC), members were invited to attend an information and PRO Grant co-planning session on January 14, 2021.

- 24 applications were approved involving 66 school communities across the District and 3 Affinity Networks.

REGIONAL SCC – PARENT ENGAGEMENT SERIES

November 4, 2020

The PIC Co-Chairs welcomed SCC representatives, shared the roles and responsibilities of the Parent Involvement Committee and School Community Councils followed by the Parent Engagement Series:



- **TEND Academy – Strategies to Stay Healthy in a Stressful World**
Diana Tikasz, the Keynote speaker presented the Four Pillars of working well, explored the myth of multitasking and suggested effective strategies to bounce back when feeling overloaded.
- Approximately 320 participants attended virtually and there were over 25 views on YouTube; youtube.com/watch?v=JvUOmdK9mpY

February 24, 2021

Bee Quammie - How to Talk to Your Children About Anti-Black Racism

Bee Quammie provided participants with information and practical tips on engaging in conversations with children about anti-Black racism.

- Approximately 600 participants attended virtually and there were over 850 views on YouTube;
youtube.com/watch?v=pyyqYSgAR6k&t=79s

PARENTS AS PARTNERS SYMPOSIUM

May 26, 2021

Parents as Partners Symposium - Dr. Regisford shared his knowledge and experience in understanding the value of diversity and the importance of embracing our identities.

- Approximately 375 people registered to attend this event.

WELCOME TO DDSB (PARENTS/GUARDIAN RESOURCES)

The committee created a booklet with an informative road map to the different resources and services available for parents/guardians in the Durham District School Board.

VOLUNTEER OF DISTINCTION – RECOGNITION EVENT

November 16, 2020

Each year the PIC and DDSB recognizes the valued work of volunteers at an annual recognition event. This year a virtual recognition was held on November 16, 2020. 131 volunteers were honoured for their outstanding contributions within DDSB schools.

PARENT ENGAGEMENT COMMUNICATION

Parent Engagement e-newsletters, including information, resources and strategies for parent/guardians, particularly related to navigating the pandemic, were created and shared widely.

3 Newsletters:

- December 2020, March 2021 and June 2021



**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 7, 2021**SUBJECT:** Draft Indigenous Education Policy**PAGE:** 1 of 4**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
Mohamed Hamid, Superintendent of Education
Erin Elmhurst, Superintendent of Education**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with a draft Indigenous Education Policy.

For Trustee information, the accompanying Indigenous Education Procedures, Classroom Practice and Curriculum Delivery and First Nation, Metis and Inuit Self-Identification Procedure have also been included.

2.0 Ignite Learning Strategic Priority/Operational Goals

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 learning and working environments that are centred around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

- Support programming that will positively impact Indigenous students' well-being and achievement and uphold Indigenous Inherent rights.

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

- Provide learning and work environments that are welcoming, respectful, safe, inclusive, equitable and free from oppression, discrimination, racism, harassment and harm.

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

- Schools, curriculum content, learning materials, assessment and evaluation practices, teaching styles, and classroom practices will reflect Indigenous histories and truths to identify and eliminate barriers to learning.

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidence.*

- Fostering and developing healthy reciprocal relationships with Indigenous staff, students, families and community members.

3.0 **Background**

As per the Board direction of March 2020, all Board Regulations are being phased out and incorporated, as appropriate, within Policies and/or Procedures to align with good governance practices.

The Aboriginal Education Policy and Regulation were last updated on March 17, 2014, and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy and Procedure were updated on January 15, 2015. Since this time, our knowledge of Indigenous Inherent Rights and promising anti-colonial Indigenous education practices have developed dramatically. This shift has been guided by the release of the Truth and Reconciliation Commission Calls to Action (2015), the adoption of the United Nations Declaration of Rights for Indigenous Peoples (UNDRIP) by the Government of Canada in 2016 and work with our Treaty partners, DDSB Advisory Circle and Indigenous Scholars.

4.0 **Analysis**

The draft Indigenous Education Policy and subsequent procedures are intended to consolidate and update both the Aboriginal Education Policy and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy in alignment with the above-mentioned guiding documents and initial consultation with the DDSB Indigenous Education Advisory Circle, Indigenous community members and Indigenous policy specialists, Nancy Rowe and Kylie Fox-Pelier. The draft policy focuses on centering Indigenous Inherent Rights, furthering the DDSB's systemic commitment to reconciliation, preventing anti-Indigenous racism and addressing the disproportionate outcomes for Indigenous students.

The previous Aboriginal Education Policy (Appendix A), Regulation (Appendix B), The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy (Appendix C) and Procedure (Appendix D) have been included with all text being struck out. The draft Indigenous Education Policy is provided as Appendix E, and for Trustee information, two draft procedures have also been included, Indigenous Education Procedure, Classroom Practice/Curriculum Delivery (Appendix F) and First Nation, Métis and Inuit Student Self-Identification Procedure (Appendix G).

Indigenous Education Policy is intended to:

- Uphold the distinct and Inherent Rights of Indigenous students, staff, families and community members;
- Act upon, reconcile and be accountable for addressing the impacts of colonialism and anti-Indigenous racism;
- Foster the development of healthy reciprocal relationships with Indigenous community members;
- Establish and maintain a process to collect, aggregate, and report the self-identification data in accordance with The Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Freedom of Information and Protection of Privacy Act, the Anti-Racism Act and the Education Act to develop, implement, and evaluate responsive programming that increases well-being, and achievement of Indigenous students; and
- Support a systemic approach to identifying, addressing, preventing and eliminating anti-Indigenous racism and discrimination.

Indigenous Education Procedure: Classroom Practice/Curriculum Delivery is intended to:

- Guide curriculum design and delivery that aligns with true histories, contemporary realities and upholds Indigenous, Inherent Rights and Human Rights.

First Nation, Métis and Inuit Student Self-Identification Procedure is intended to:

- Outline the process the DDSB has developed to provide the opportunity for parents/guardians of Indigenous students to voluntarily, confidentially self-identify as having First Nation, Métis and Inuit (Indigenous) ancestry.
- Guide the analysis of Indigenous student achievement data to identify, address, and eliminate anti-Indigenous racism and discrimination and develop and implement programs and strategies that increase Indigenous student well-being and achievement.

5.0 Communication Plan

The DDSB Indigenous Education Department will engage in consultation with the DDSB Indigenous Advisory Circle, DDSB Treaty Partners (Mississaugas of Scugog Island First Nation and Chippewas of Georgina Island First Nation), Indigenous families, Keenanow Indigenous Employee Network (KIEN) and Indigenous policy specialists on the draft policy.

Once approved, the policy will be communicated through the following structures:

- DDSB Indigenous Education Advisory Circle
- System Leadership Meetings for all School Leaders
- Family of School Meetings
- Equity Ad Hoc and Affinity Network Committee
- Ongoing engagement with schools by system facilitators and coaches

6.0 Conclusion and/or Recommendations

The Indigenous Education Policy and accompanying procedures have been updated to reflect the most current template format and local First Nation direction, national and international guiding documents, and outlines strategic anti-colonial practices.

7.0 Appendices

Appendix A - Aboriginal Education Policy- Tracked Version

Appendix B - Aboriginal Education Regulation- Tracked Version

Appendix C- The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy - Tracked Version

Appendix D- The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Procedure - Tracked Version

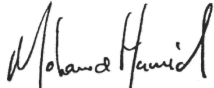
Appendix E- Draft Indigenous Education Policy

Appendix F- Indigenous Education Classroom Practices: Teaching and Learning Procedure


Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Mohamed Hamid, Superintendent of Education



Erin Elmhurst, Superintendent of Education

POLICY

STUDENTS

Aboriginal Education

The Durham District School Board is committed to providing culturally relevant programs, activities and supports to increase Aboriginal student identity, success and achievement.

Educational opportunities will be provided that are appropriate to First Nation, Metis and Inuit (FNMI) learner needs and are reflective of FNMI cultures, histories and perspectives.

FNMI student and parent engagement will be fostered through a variety of outreach programs and activities that are inclusive and value the contributions of the Aboriginal Community.

Appendix:
None

Effective Date:
2014-03-17

Aboriginal Education

Introduction

The Durham District School Board values the First Nations, Métis and Inuit cultures, histories and perspectives and is committed to providing quality programs and supports to increase Aboriginal student success and achievement. Strategies, activities, programs, services and supports will be integrated across all curriculum areas to increase knowledge and awareness among all staff and students.

The First Nation, Métis and Inuit Education Policy Framework states that school boards will:

- Increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity building;
- Provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Develop and implement strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success.

As a school Board we are committed to:

- Improving students' literacy and numeracy skills;
- Encouraging more parents to get involved in their children's education or school;
- Identifying and implementing strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the curriculum to increase knowledge and awareness among all students;
- Incorporating Aboriginal perspectives kindergarten to Grade 12;
- Responding to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Providing quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity building;
- Providing a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Developing and implementing strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support student academic success.

1.0 Goals

1.1 Build capacity for effective teaching, assessment, and evaluation practices

1.1.1 The Durham District Board will:

- Consult on, develop, and implement strategies for voluntary, confidential Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities;
- Ensure that First Nation, Métis, and Inuit students benefit from school-based early screening and intervention programs;
- Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;
- Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively;
- Review First Nation tuition agreements in collaboration with local First Nations to ensure they are designed with strategies to improve student achievement in mind.

1.1.2 Schools will:

- Develop awareness among teachers of the learning styles of First Nation, Métis, and Inuit students;
- Employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students;
- Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction;
- Implement targeted learning strategies for effective oral communication and mastery of reading and writing;
- Implement strategies for developing critical and creative thinking.

1.2 Promote system effectiveness, transparency, and responsiveness.

1.2.1 The Durham District School board will:

- In collaboration with First Nation, Métis, and Inuit communities and organizations, parents, and students, integrate the First Nation, Métis, and Inuit Education Policy Framework into school board planning in order to improve Aboriginal student achievement;
- Develop a process for reporting to First Nation, Métis, and Inuit parents and communities on Aboriginal student achievement.

1.2.2 Schools will:

- Develop a process for reporting to First Nation, Métis, and Inuit parents and communities on Aboriginal student achievement.

1.3 Enhance support to improve literacy and numeracy skills.

1.3.1 The Durham District School Board will:

- Develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs;
- Ensure that First Nation, Métis, and Inuit students are included in early screening and intervention programs aimed at the identification and remediation of learning difficulties.

1.3.2 Schools will:

- In collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students.

1.4 Provide additional support in a variety of areas to reduce gaps in student outcomes.

1.4.1 The Durham District School Board will:

- Create strategic partnerships with First Nations to help students make a smoother transition from schools in First Nation communities to provincially funded elementary and secondary schools;

- Develop strategies and procedures to ensure smooth placement, and any necessary subsequent adjustments, for First Nation students with special education needs as they move between schools in First Nation communities and provincial school boards;
- Provide First Nation, Métis, and Inuit students with access to programs that focus on Aboriginal cultures and traditions;
- Develop lighthouse programs focused on Aboriginal students under the Ministry's Student Success and literacy/numeracy initiatives.

1.4.2 Schools will:

- In cooperation with First Nations, provide support for First Nation students making the transition to provincially funded elementary and secondary schools;
- Provide a supportive and safe environment for all First Nation, Métis, and Inuit students in provincially funded elementary and secondary schools.

1.5 Build educational leadership capacity and coordination.

1.5.1 The Durham District School Board will:

- Build strong positive connections with local First Nations and other Aboriginal organizations;
- Engage in shared planning with First Nation, Métis, and Inuit families and communities with respect to student transitions, curriculum, resource materials, and student supports;
- Maintain continuous dialogue with First Nations regarding tuition agreements, thus ensuring transparency and accountability;
- Research and promote effective practices for helping First Nation, Métis, and Inuit students succeed in school.

1.5.2 Schools will:

- Implement best practices relating to First Nation, Métis, and Inuit student success;
- In cooperation with First Nation, Métis, and Inuit communities and organizations, offer career events involving First Nation, Métis, and Inuit role models;
- Foster Aboriginal students' leadership skills.

1.6 Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees.

1.6.1 The Durham District School Board will:

- Offer training for teachers about First Nation, Métis, and Inuit histories, cultures, and perspectives;
- Develop and implement programs and services that are supportive and reflective of First Nation, Métis, and Inuit cultures and languages;
- Increase access to Native Language and Native Studies programming for all students;
- Facilitate intercultural dialogue throughout school communities.

1.6.2 Schools will:

- Increase knowledge of First Nation, Métis, and Inuit cultures among all school staff;
- Acquire and provide access to a variety of accurate and reliable Aboriginal resources;
- Recognize and promote Native Language and Native Studies programming for all students;
- Foster school community projects with appropriate cultural components.

1.7 Foster supportive and engaged families and communities.

1.7.1 The Durham District School Board will:

- Establish First Nation, Métis, and Inuit Education Advisory Committees that include representation from First Nations, community members, and local Aboriginal service delivery organizations;

- ~~Develop creative strategies to encourage more First Nation, Métis, and Inuit parents to participate more actively and directly in the education of their children;~~
- ~~Develop strategies to involve First Nation, Métis, and Inuit communities and service providers in ensuring that integrated and seamless services are provided to First Nation, Métis, and Inuit students with special education needs;~~
- ~~Increase involvement of First Nation, Métis, and Inuit parents, Elders, and other community resources;~~
- ~~Provide continuing education programs for First Nation, Métis, and Inuit parents;~~
- ~~Develop creative strategies to engage more First Nation, Métis, and Inuit students in school activities and encourage them to participate more actively in school.~~

1.7.2 ~~Schools will:~~

- ~~Implement specific strategies, including support networks, to increase First Nation, Métis, and Inuit parents' participation in their children's education and First Nation, Métis, and Inuit student participation in school;~~
- ~~Support First Nation, Métis, and Inuit families in the areas of literacy, numeracy, and career development.~~

2.0 ~~Policy Review~~

~~Through its cyclical policy reviews, the Board will embed the principles of Aboriginal Education in other policies, regulations, programs, guidelines and practices so that an Aboriginal focus is an integral part of Board operations and what happens in schools. The Aboriginal Education Department will consult during the review of policies.~~

Appendix:

None

Effective Date

2014-03-17



POLICY

STUDENTS

~~Voluntary, Confidential First Nation, Métis And Inuit Students Self-Identification Policy~~

~~The Durham District School Board is committed to providing quality programs and supports to increase student identity, success and achievement. The culture, history and perspectives of the First Nation, Métis and Inuit communities will be honoured in a culturally responsive manner. All students, parents and staff will have the opportunity to experience, appreciate and value the contributions of the First Nation, Métis and Inuit.~~

~~Collaboration among First Nation, Métis, and Inuit students, parents and their communities, First Nation Chief and Councils, First Nation, Métis and Inuit organizations and the Durham District School Board will develop strong relationships.~~

~~All staff, students and their parents/guardians will have the opportunity for voluntary, confidential self-identification of their ancestry as First Nation, Métis or Inuit as outlined in the 2007 Ontario, First Nation, Métis and Inuit Education Policy Framework.~~

~~A process is established to collect, aggregate, and report the self-identification data in accordance with The Ontario Human Rights Code, The Municipal Freedom of Information and Protection of Privacy Act, The Freedom of Information and Protection of Privacy Act, and the Education Act. This relevant information will be used to develop effective strategies and establish comprehensive programs to meet the goals of Aboriginal education in the Durham District School Board.~~

~~Appendix:~~

~~None~~

~~Effective Date:~~

~~2008-03-17~~

~~Reviewed and Amended:~~

~~2015-01-15~~

PROCEDURE

STUDENTS

Voluntary, Confidential First Nation, Métis And Inuit Student Self-Identification Procedure

1.0—Rationale:

The 2007 Ontario First Nation, Métis and Inuit Education Policy Framework outlines strategies to improve achievement among First Nation, Métis and Inuit students and to close the gap of achievement in the areas of literacy and numeracy, engagement and retention of students in school, credit accumulation, special education, graduation rates, and advancement to post-secondary studies. The Durham District School Board (DDSB) is providing the opportunity for voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry so that the Board can provide programs and supports to increase Aboriginal student success and achievement, and to build partnerships with First Nation, Métis and Inuit parents/guardians and their communities.

2.0—Data Collection Process:

A voluntary confidential First Nation, Métis and Inuit student self-identification process exists resulting from consultation with all stakeholders, including students, parents/guardians, local First Nation, Métis and Inuit communities, DDSB staff and trustees, and the Education Quality and Accountability Office (EQAO). Voluntary, confidential First Nation, Métis and Inuit student self-identification information occurs during the initial Junior Kindergarten registration process, and on the Registration Form for new students and the Verification Form used annually to update information for all students. All DDSB students, parents/guardians and students age 18 years and older have the opportunity to voluntarily and confidentially self-identify their ancestry as First Nation, Métis and Inuit at any time. The collection of this data will be in accordance with the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Canadian Charter of Rights and Freedom, and the Canadian Constitution.

3.0—Data Analysis and Application:

The data acquired through voluntary, confidential First Nation, Métis and Inuit student self-identification will be analysed collectively and used by the DDSB to improve education opportunities for Aboriginal students. The information gathered will enable the DDSB to develop comprehensive programs to:

- Address the demographics of the First Nation, Métis and Inuit population
- Provide effective strategies and learning opportunities to meet the needs of the Aboriginal learner
- Increase student achievement in supported learning environments
- Improve EQAO test scores for First Nation, Métis and Inuit students
- Increase the retention rate of First Nation, Métis and Inuit students
- Prepare learners for post-secondary studies or the world of work
- Promote effective, respectful working relationships and partnerships with Aboriginal parents/guardians and their communities
- Increase awareness of First Nation, Métis and Inuit cultures, histories and perspectives

EQAO collects and reports First Nation, Métis and Inuit student self-identification for only those students in Grade 3, 6, 9 and 10 on an annual basis when they participate in provincial assessments. EQAO

~~values students' privacy and only reports aggregated student results for both system and provincial assessments to the Durham District School Board. Results are not reported publicly for schools where fewer than 15 students participated because it might be possible to identify individual students. Privacy legislation will be used to protect individual student information.~~

~~4.0—Evaluation:~~

~~The policy will be reviewed as required for its effectiveness and need for continuation.~~

~~The voluntary, confidential First Nation, Métis and Inuit student self-identification data will be collected annually to determine program modifications required to support student achievement.~~

~~A progress report to the Ministry of Education on the implementation of the 2007 Ontario First Nation, Métis and Inuit Policy Framework will occur every three years.~~

~~Definitions:~~

~~First Nation is used to describe the various Nations of Indigenous peoples of Canada who are not Métis or Inuit. The term "First Nation" also has been adapted to replace the word "band" in the names of communities.~~

~~Métis are distinct people with a unique history, culture and language. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.~~

~~An Inuit person is known as an Inuk. Inuktitut means "the people". Aboriginal people in Northern Canada, who have lived in Nunavut, Northwest Territories, Northern Quebec and Northern Labrador.~~

~~Appendix:~~

~~Aboriginal Self ID Brochure PRINT~~

~~Effective Date~~

~~2008-03-17~~

~~Amended~~

~~2015-01-15~~

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 waasnoodé. 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 Durham District School Board's (DDSB) 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, 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 Durham District School Board.
- 3.2 **District:** The corporate entity of the Durham District School Board.
- 3.3 **Staff:** Any individual who is employed by the Durham District School Board.
- 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 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 of 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 **Inherent 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 lands 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 centre 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 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, 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 human rights, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.
- 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 voluntarily provide 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 culturally relevant and 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 effort by 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 inherent Indigenous 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 or as may be requested by the local First Nation (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

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

PROCEDURE

STUDENTS

Indigenous Education Classroom Practices: Teaching and Learning

1.0 Objective

- 1.1 The purpose of this Indigenous Education procedure is to guide teaching and learning that demonstrates respect and appreciation for Indigenous knowledge systems, histories and truths and upholds Indigenous inherent and human rights.
- 1.2 This procedure acknowledges that learning about Indigenous knowledge systems, perspectives, histories and contributions benefits all students in all schools and must be present in all curriculum areas.
- 1.3 This procedure is informed by and compliant with the United Nation Declaration of Rights for Indigenous Peoples (UNDRIP), Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, The Truth and Reconciliation Commission of Canada: Calls to Action, the Ontario Education Act and the Durham District School Board's Guideline and Procedures for the Accommodating Creed in Schools: An Inclusive Approach.

2.0 Definitions

In this procedure,

- 2.1 **Board:** The Board of Trustees for the Durham District School Board (DDSB).
- 2.2 **District:** the corporate entity of the Durham District School Board (DDSB).
- 2.3 **School Leaders:** 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.
- 2.4 **Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.
- 2.5 **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 Cultures, traditions and ties to the land.
- 2.6 **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.

- 2.7 **Cultural Appropriation-** is the adoption of an element of 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.
- 2.8 **Tokenism-** the practice of doing something or engaging in actions only to prevent criticism and give the appearance that people are being treated fairly.
- 2.9 **Giikendaaswin-** is an Anishinaabe word to describe Anishinaabe worldview; knowledge, information, and the synthesis of personal teachings that everything is connected.
- 2.10 **Inherent Rights:** derive from Indigenous political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.
- 2.11 **Indigenous Education Advisory Circle:** committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise on Indigenous education initiatives and programs throughout the DDSB.

3.0 Responsibilities

All employees must comply with the Indigenous Education policy and this procedure within their job duties and responsibilities, including recognizing biases, discriminatory structural barriers and inequities, responding to and addressing inequities, discriminatory structural barriers and actively engaging in anti-colonial approaches and practices within their sphere of responsibility, authority and influence.

- 3.1 The **Director of Education** (and designates) is responsible for the operations of the DDSB and implementing (or overseeing the implementation of) initiatives, practices and measures to support all educators in complying with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Ontario Human Rights Code and this procedure. In addition to the responsibilities set out in the Indigenous Education Policy and related procedures, the Director of Education is responsible for:
- Setting clear direction and expectations to help educators fulfill their individual roles, responsibilities and accountabilities. These will embed the objectives of the Indigenous Education Policy and this procedure in learning environments;
 - Integrating and embedding systemic, organizational approaches to support the examination of existing colonial structures and supporting anti-colonial efforts;
 - Putting in place appropriate organizational structures and resources, funding and expertise to support the implementation of the Indigenous Education Policy and this procedure.
 - Ensuring central staff responsible for Indigenous Education self-identify as Indigenous wherever possible and demonstrate reciprocal connections to Indigenous knowledge systems and community.
- 3.2 **Superintendent of Education:**
- Supporting the development of and supervising educational programs in schools related to the Indigenous Education Policy and this procedure, inclusive of First Nations, Metis and Inuit Studies courses; and
 - Building capacity and providing professional learning to equip employees with knowledge and skills to support the implementation of the Indigenous Education Policy and this procedure.

3.3 Central Staff Responsible for Indigenous Education

In an effort to model, “nothing about us without us” and honour Indigenous sovereignty, Indigenous Education central support staff are responsible for:

- Providing consultation to ensure that all curriculum and resources are current, inclusive of First Nations, Métis and Inuit perspectives, accurate historical context, avoid harmful stereotypes and narratives and positively promoting Indigenous voices and perspectives;
- Providing guidance based on Indigenous community members directions on all matters impacting Indigenous families and students;
- Promoting capacity building to support the implementation of the Indigenous Education Policy, this procedure and the Indigenous Education Board Action Plan; and
- Collaborating with the Indigenous Education Advisory Circle on plans for Indigenous Education.

3.4 School Leaders:

In addition to what is set out in this procedure, school leaders are responsible for:

- Engaging in and providing opportunities for educators to engage ongoing learning and training in understanding the inherent rights of Indigenous peoples and recognizing and understanding the deep impacts of colonialism and how it continues today;
- Facilitating the review of school and classroom resources to be inclusive of First Nations, Métis and Inuit perspectives, accurate historical context, avoid harmful stereotypes and narratives, positively promoting Indigenous voices and perspectives in alignment with the Learning Resource Materials Selection Procedure;
- Identifying and removing the ongoing impacts of colonialism and oppressive structures within their schools; and
- Ensuring school learning plans address the teaching and learning of accurate Indigenous histories and perspectives and student-centred pedagogical approaches.

4.0 Guidelines and Considerations

Indigenous Rights

- 4.1 Indigenous peoples have the inherent right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information. The DDSB "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." (UNDRIP- Article 15).
- 4.2 Indigenous peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties, and knowledge (UNDRIP).
- 4.3 The District is committed to providing services and workplaces that centre around human rights and equity and are safe, welcoming, respectful, inclusive, equitable and accessible, and t are free from discrimination and harassment under the Ontario Human Rights Code. Indigenous students have the right to educational services free from discrimination based on ancestry and other Human Rights Code-protected grounds.

5.0 Procedures

- It is the expectation that staff will engage in ongoing learning and training to seek understanding of the rights of Indigenous peoples and recognizing and understanding the deep impacts of colonialism and how it continues today; and
- Schools and other worksites will provide opportunities, fostering healthy reciprocal relationships with Indigenous educators, parent(s)/guardian(s), families, students and community members.

- 5.1 Practice will reflect Universal Design for Learning (UDL), inclusive design and equity principles to create learning environments that are inclusive for everyone; this includes and is not limited to revising or developing new strategies, practices, curriculum, books/course materials and resources, learning plans, assessment strategies, etc.

UDL involves and considers:

- Developing flexible ways to learn;
- Creating an engaging classroom environment;
- Maintaining high expectations for all students while allowing multiple ways to meet expectations;
- Empowering educators to think differently about their teaching;
- Focusing on educational outcomes for all;
- Designing and implementing curricula that meet and adjusts to the requirements of all students; and
- Flexible and multiple forms of assessments that recognize individual progress and provide alternative routes for learning.

UDL principles include offering:

- Multiple means of representation to give learners various ways of acquiring information and knowledge;
- Multiple means of expression to provide learning alternatives for demonstrating what they know; and
- Multiple means of engagement to tap into learners' interests, challenge them appropriately and motivate them to learn.

- 5.2 Curriculum design and delivery will ensure that programming is authentic and reflects the lived experiences and abilities of students through differentiation of content, process, product, or learning environment.

- 5.3 Curriculum resources, including visual representations, will:

- Reflect positive Indigenous role models in a variety of subject areas and a balance of perspectives of Métis and Inuit in addition to those from First Nations and diverse and intersecting Indigenous identities (e.g., Two Spirit);
- Include and prioritize Indigenous voices (authors, artists, scholars, etc.);
- Be current and will be free of harmful stereotypes and narratives;
- Accurately represent Indigenous contributions both past and present, Treaties, residential schools, accurate histories and the ongoing colonization;
- Ensure Indigenous expertise and knowledge systems as equal and on par with Eurocentric knowledge;
- Expose students to learning, centred around current issues involving Indigenous Rights; and
- Align with the guidelines of the vetted [Indigenous Education Resource Guide](#) found on the District's intranet.

- 5.4 Educators will refrain from replicating and/or mimicking cultural practices. Cultural perspectives will only be shared in a responsible and measured way through engagement with the Indigenous Education Department who works closely with the Indigenous Advisory Circle.
- 5.5 Ensure all curriculum resources and items that have been purchased that are no longer aligned with the Indigenous education policy and this procedure will be returned to the Indigenous Education Department for disposal or recycling. They shall not be shared or reused elsewhere. This includes sacred and ceremonial items.
- 5.6 Administrators and educators will consult with the Indigenous Education Resource Guide when welcoming Indigenous guests to ensure guest speakers or facilitators related to Indigenous Education are on an approved speakers list, which has been co-created with Indigenous community partners, and protocol guidelines will be provided.

6.0 Review Process

- 6.1 Through its cyclical policy reviews, the Board will embed the principles of Indigenous Education in other policies. The Indigenous Education Department will be consulted during the review of policies and will engage in Indigenous community consultation where it has significant impact.
- 6.2 The District's operations will be regularly reviewed to ensure that programs, procedures, and practices reflect an Indigenous focus. The Indigenous Education Department will engage in ongoing consultation with Indigenous community members and the DDSB Indigenous Education Advisory Circle.
- 6.3 Input and consultation meetings should be well advertised and communicated with Indigenous community members and follow the DDSB Consultations Policy. Consultation may involve surveys, focus group meetings, ongoing conversations and or formal meetings.
- 6.4 Information gathered through the consultation process will be shared with stakeholders.

7.0 Communications and Information Accessibility

- 7.1 The Indigenous Education Procedure, Guidelines, and Resources lists will be shared with system leaders, school leaders and educators.

8.0 Reference Documents

8.1 Policies

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

8.2 Procedures

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

8.3 Other Documents

- Canadian Charter of Rights and Freedoms
- 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
- United Nations Declaration on the Rights of Indigenous Peoples
- 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

Appendix:

None

Effective Date

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD



Equity/Diversity Ad Hoc Steering Committee
Wednesday, April 28, 2021
Google Hangout Meeting
Minutes

Present: Camille Alli, Patrice Barnes, Chrystal Bryan, Oliver Forbes, Hamid, Mary Hindle, Margaret Lazarus, Norah Marsh, Merrill Mathews, Devika Mathur, Ken MacNaughton, Donald McLeod, Michael Menheere, Cheryl Rock, Jacqui Steer, Symone Taylor, Kenroy Wilson

Regrets: Eleanor McIntosh, Carolyn Morton

1. Land Acknowledgement

- Patrice Barnes read the Land Acknowledgement.

2. Welcome

- Patrice Barnes welcomed committee members.

3. Minutes from March 25, 2021

- Reviewed and passed.

4. DBEN Update on the Development of an African Heritage Program for Elementary Students Fall 2021

- In the past we had programming for elementary students in Grades 1-3 through the Black Educators Network.
- We need to look at possibilities for growing heritage program for Black students.
- We need to partner and collaborate within the board to create something that is going to be sustainable.
- A lot of requests for ongoing leadership programming that would enhance their understanding of heritage, connections to curriculum, and would engage elementary students.
- We are meeting with the administrators at Durham Continuing Education to create and fund a sustainable program for elementary students who identify as Black.
- The ideal timeline is to launch to parents around August to start in the fall with a heavy emphasis on preparing students for transition from Grade 7 to 10.

- We are looking at what parents need to be aware of as students transition into different grades in their academic pathway and also providing opportunities for parent engagement sessions.
- The Great Beginnings Program for Black students is a getting ready for a kindergarten program that we ran for three summers and the program was fantastic.
- The two ECEs that presented the program really grounded it in Black identity; a parent had a story written because she was so impressed with the programming.
- Parents worry about the transition to kindergarden and not having the same supports or not seeing themselves identified.

5. DBEN / Side by Side Family Services – Student and Family Advocate

- There is a central memo that was released in 2015 called the Progressive Plan to Guide Administrators When Managing Challenging Interactions With Parents.
- There is a section that speaks to working with advocates and practices around what are concrete steps to remove the discriminatory barriers that the student may have experienced.
- Part of our commitment within the partnership agreement is to ensure that school leaders have access to coaching, mentoring and resource support to be able to understand how to identify what the issue is.
- We have a unique Side by Side partnership through a government grant and families will be able to access this service free of charge.
- This works towards our Human Rights Policy and bringing that recognition forward to understanding our Human Rights Duty Bearers within the Human Rights Code.
- Historically disadvantaged communities will become aware of the fact that they do not need to continue to endure things of that nature.
- The ultimate goal is that it is a collaborative problem-solving process as the community, the parent and the school work together towards effective solutions for students.
- We are working to create a collaborative media release because we have not only Side by Side Family Services, but also another organization that is creating a phone-in line.
- We need to ensure that we are following a good process to make schools aware of what is happening.
- The grant was written to support parents and caregivers of Black students within the DDSB to circumvent or dismantle any barriers that they have experienced within their school.
- We are developing a partnership agreement with Durham Alliance Outreach, a community-based organization that supports the 2SLGBTQ+ community, in support of removing barriers for 2SLGBTQ+ students within our schools.
- Side by Side approached us to see if we would be open to engaging in conversations with other groups around these sorts of conversations.

- The work that we have been doing in the Equity Department, with Dr. Nicole West-Burns, etc., will get us to a point where administrators will start to change their ideology and start to dismantle and disrupt the status quo, so that the use of an advocate would become few and far between.

6. Communication to York Region Catholic DSB from Coalition of Black Community Advocacy Groups

- The letter was penned by a coalition of advocates that presented an open letter to the York Catholic District School Board as a signal that change is needed.
- This is an example where a parent would activate an advocate to go into a very tense situation.
- We, as a system, are able to speak to some of the recommendations in part because of the advocacy of this community, and the work of this committee.
- Over time we see that we are moving forward in response to removing barriers that have historically impacted the Black community of Durham.
- We have this committee and we have initiatives in the board to combat all the racist structures that need to be dismantled.
- We need to ensure that we are working towards implementing Black courses as best as we can and as quickly as we can.
- If we don't continue the work forward there could be more stress if the administrators have to deal with scenarios where members of the community feel like they are not being heard, and their issues are not being addressed.
- Community members don't know what's happening with the board and they are frustrated.
- We have to find a good way to market ourselves to let parents know what is happening, what we are doing and what feedback we want from them.
- We are meeting with communications to develop a story on our Black Studies courses.
- We have in our terms of reference the evolution of this committee as a communications space.
- Could a component of the compendium itself be a communication strategy?
- We are still drafting the Human Rights Policy and the procedures that go with it, but there is a strong component around communications in those as well.

7. Purpose and Terms of Reference for the Equity Ad Hoc Committee

- We had our governance meeting and we are coming up with our bylaws.
- We agreed that it is best served for these committees to be standalone.
- There should be at least one trustee on the committee in terms of composition of membership.
- One possibility could be that this action committee will determine and recommend who we believe would be an appropriate trustee to sit on the committee.

- The other way to do it is to give a series of criteria to the trustees themselves and allow them to choose based on the criteria that we have itemized.
- We need a trustee at this table because we are holding the board accountable, through the trustee, in terms of our actions and are we living up to what we say we will do.
- The suggestion was made to have Donald McLeod, Mohamed Hamid and Margaret Lazarus create wording towards the terms of reference in light of this conversation.
- We would reserve the right to make recommendations to the Board of Trustees, or not make a recommendation, with respect to trustee membership to ensure that the integrity of the anti-Black Racism Action Committee is maintained.
- There is going to be language that is very explicit and anti-colonial in nature that seeks to provide the protection, for lack of a better word, from the imposition of colonial structures.
- We have a preference that we look towards, but that preference may not always be consumed in one's colour, it may be in their ability to do this work.

8. Planning the Meeting with Affinity Networks

- We had the meeting with two Affinity Groups today and it went very well. They see the need to be able to network more inclusively with other affinity seeking groups.
- We advised that this council is one where everybody will be able to have their input, so that it is inclusive of everyone.
- They will have another meeting without senior staff present to make sure there is an openness in the room where people feel they can speak without reprisal.
- After the meeting they will get back to us about whether or not they want to go further.
- Part of our consideration will be what will happen should they decide that we all come together in a big committee, where we have triple the amount of people.
- What is the structure is going to look like? How are we going to facilitate a process to come out with the beginning of a terms of reference for what the committee will do?
- We are going to learn from each other, and it will be a big win-win for all members.
- After they get back to us, we will try to have a meeting between that time and our next meeting to provide an update about what they reported to us.
- The group would like to know if anyone would like to come forward and be considered as chairs to move the work of the group forward.

9. Student Census Report Back to the Black Community (Infographic sent in advance)

1. Infographic Representing Black Student Achievement

- We took key data points of the census, specific to the Black community, and created an infographic.

- We tried to focus on the notion of intersectionality in the way that we are designing it, to see who in the Black community responded.
- Our initial draft would be to use a Zoom webinar which essentially has a speaker and a panel, and they are the only ones that can engage openly.
- We would ask specific questions in the registration form, where the community could register for the evening, to gather information on community priorities.
- When parents register part of the panel could possibly be a breakout session.
- We know parents and caregivers are very well aware of how the system is imposing barriers on their children or children in care.
- We thought about doing the Black Acknowledgment to signal that we are setting this in good faith with intention.
- Behind the scenes the rest of the development team will capture the ongoing questions that the community would be raising and responding to them as they are happening.
- It would be a community engagement panel where questions could be asked.
- We have to be really transparent with parents about what it means for their children and their education when only 47% of Black students are getting 70%.
- Black parents have been waiting for a true acknowledgment that these barriers are there and have had detrimental outcomes for their children.
- How do you change those trajectories for those students as a parent?
- What are some of the things that you can implement or questions you can ask at school? What are things to look for?
- We should have a toolkit that parents can actually take away.
- What are some things that can be done to make change to empower parents?
- The date for this presentation is meant to be on June 3rd because we are also looking at the Indigenous Meeting on June 1st.

10. Next Meeting Date – May 20, 2021 at 6:00 p.m.

- The Committee established the agenda items for the next meeting.

11. Adjournment

- The meeting adjourned at 8:00 p.m.



May 21, 2021

The Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8

To the Honourable Stephen Lecce, Minister of Education,

At the Wednesday, May 19, 2021 meeting of the Trustees of the Halton District School Board (HDSB), the following motion received unanimous approval:

Be it resolved that the Chair write a letter to the Minister of Education imploring that the new de-streamed math grade 9 curriculum be released immediately so that school boards have time to review the curriculum and provide appropriate staff training before the end of the 2020-2021 school year. This letter is to be copied to Halton MPPs, the Ontario Public School Boards' Association (OPSBA) and the Council of Ontario Directors of Education (CODE).

The Trustees of the HDSB support the Ministry's plan to implement de-streaming in the pursuit of creating a more equitable education system. As per your own words Minister Leece, "Students, families and staff deserve an education system that is inclusive, accountable, and transparent, and one that by design, is set up to fully and equally empower all children to achieve their potential."

To ensure the successful implementation of the new de-streamed grade 9 math curriculum for September 2021, it is critical that program and teaching staff have adequate time to receive training in the delivery as well as the assessment and evaluation for this new course of study. Since the new elementary curriculum has been implemented over the past school year, a delay in the implementation of the new grade 9 math curriculum will result in an undesirable gap. This does not support student achievement. Much of the conceptual learning around the pedagogy of de-streaming has been part of professional development with teaching staff this year. An essential piece of this pedagogy is preparation which is difficult when the curriculum is yet to be available. Staff, students and the community rightly expect adequate preparation time to be afforded to all teachers so as to ensure a smooth and successful launch of this new curriculum.

Minister, as you are well aware, teaching staff have been working extremely hard during the pandemic with many new demands. This has been a year unlike any other year in education. From a health and well-being perspective, it is our expectation that staff re-energize during the summer months in order to prepare for the upcoming school year. We understand from media reports that the de-streamed grade 9 math curriculum is complete and awaiting final approval prior to distribution. We urge you to release the curriculum immediately to give secondary school teaching staff time to be trained on the delivery of the new curriculum. This will support students in fully and equitably achieving their potential during the 2021-2022 school year.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Andréa', followed by a long horizontal line.

Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Cc: MPP Ted Arnott,
MPP Stephen Crawford,
MPP Parm Gill,
MPP Jane McKenna,
MPP Effie Triantafilopoulos,
Ontario Public School Boards' Association (OPSBA) Member Board Chairs
Council of Ontario Directors of Education (CODE)



Dawn Danko
 Chair of the Board of Trustees
 Hamilton-Wentworth District School Board
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 Hamilton, ON L8N 3L1
ddanko@hwdsb.on.ca
 289.775.0269

May 14, 2021

Hon. Stephen Lecce
 MPP, Minister of Education
 315 Front Street, 14th Floor
 Toronto, ON M7A 0B8

Dear Minister Lecce,

Hamilton-Wentworth District School Board (HWDSB) Trustees recognize the importance of the Ministry of Education to review its online supports for students receiving special education services in an effort to modernize resources. We are writing in support of our Special Education Advisory Committee (SEAC) and their endorsement of Durham District School Board's SEAC Chair's letter to you dated February 9, 2021.

Many families of elementary and secondary students requiring special education services expressed limitations related to online learning resources through the provincial partnership with TVO and TFO. While these resources are helpful, we are asking the Ministry of Education update and maintain new online resources in accessible formats and leverage additional partners to provide a diverse range of supports. These supports must be in accessible formats such as Descriptive Video, providing educators with interactive whiteboards, ensuring that text documents are in accessible PDF or other compatible formats, and using Closed Captioning, for example.

The Ministry of Education has mandated a requirement for secondary students to complete two online courses. While students with special education needs could get an exemption from online courses, it is preferable to provide them with necessary supports that make online learning opportunities a viable option. Some secondary students with special education needs are accommodated through eLearning. We ask the Ministry to review its eLearning standards to ensure this mode of learning meets the Accessibility for Ontarians with Disabilities Act.

We believe that public education is about providing equity and access for all students to succeed. In addition, we support the principles of the Universal Design for Learning (UDL). Thank you for giving our concerns your urgent attention and for the important work creating accessible online learning resources and opportunities that meet the needs of all our students.

Sincerely,

A handwritten signature in cursive script that reads "D Danko".

Dawn Danko
 Chair, Hamilton-Wentworth District School Board

cc:
 Chairs of all Ontario Special Education Advisory Committees
 Ontario Public School Boards' Association
 Chairs of all Ontario School Boards
 All Hamilton City Councilors
 All Hamilton Members of Parliament
 All Hamilton Members of Provincial Parliament

May 17, 2021

The Honourable Stephen Lecce, Minister of Education
Ministry of Education
315 Front Street West, 14th Floor
Toronto, ON, M7A 0B8

Dear Minister Lecce,

In late March, media outlets began reporting on a proposal that was shared confidentially with a Ministry-led committee. The proposal included plans to expand the mandate of TVO/TFO, including offering independent remote learning opportunities for both elementary and secondary students.

At its meeting on April 19, 2021, the Board of Trustees for the Waterloo Region District School Board (WRDSB) agreed to write to you to express our board's emphatic objection to the rushed and radical changes to remote learning that we understand the government is proposing.

We are concerned with the lack of research showing that this proposal will improve student achievement and wellbeing. While Boards shifted to a remote learning format during the pandemic, this was done on an emergency basis. Any significant and permanent changes to remote learning must be extensively researched and developed by educators to avoid the risk of causing harm to students.

Minister, we have heard your statements that in person learning is the best option for students. The WRDSB and our families agree. Our board has gathered data which shows a marked increase in mental health concerns and feelings of isolation among students learning remotely during the pandemic. We also know, through registrations, that students and parents in our community prefer in person learning. Families have told us that remote learning lacks the social emotional development and sense of community that children gain through in person learning. This reinforces our belief that public education is not limited to student achievement, but also supports the whole child through their stages of development, cognitively, socially, emotionally and physically. Educating the whole child is especially important for at-risk students who benefit from having direct access to caring adults in schools.

The [Ontario Student Trustees' Association](#) (OSTA-AECO) and the [Ontario Public School Boards' Association](#) (OPSBA) have also expressed concerns that the proposed plan would present many negative impacts for the student body and does not prioritize the success and wellbeing of students.

The WRDSB supports modernization and online learning, when it is best for students. We respectfully remind the Minister that the WRDSB already had, pre-pandemic, and continues to have, a functioning online learning program which is utilized by secondary students and

supported by the Ontario e-Learning Consortia (OeLC). Currently, local school boards work with OeLC allowing for local input into the needs of our students and community. The OeLC allows students to choose online learning courses to fit their timetable while remaining part of their local school community. We see an opportunity here to use this already established consortium and scale up in a more cost-effective way than recreating systems at TVO/TFO.

As we continue to navigate through the pandemic, with shifts back and forth from in-person to online remote learning, we must learn from this experience and use the data to make evidence based decisions.

We join [OPSBA](#), [OSTA-AECO](#) and many other Boards in calling for the Minister to halt implementation of this TVO/TFO-based, independent online learning proposal until data on the impacts of remote learning on student achievement and wellbeing can be analyzed. Like you, Minister Lecce, we also value student voice and parent engagement. As such, we ask the Minister to meaningfully consult all stakeholders, including educators, trustees, students and parents before considering this proposal further. We look forward to being a part of this consultation to enhance public education in Ontario, in a way that puts students at the forefront of any changes.

Sincerely,



Joanne Weston
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC:
MPP Belinda Karahalios
MPP Laura Mae Lindo
MPP Amy Fee
MPP Michael Harris
MPP Catherine Fife
Ontario Public School Boards' Association
Ontario Public School Boards
Ontario Student Trustees' Association

Sent by email: minister.edu@ontario.ca



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