



REPORT NO. 7, ADVISORY COMMITTEE ON EQUITY

DATE: 26 October 2017

A meeting of the Advisory Committee on Equity was held this evening commencing at 6:07 p.m. in the Mezzanine, 133 Greenbank Road, Ottawa, with Joanne John in the Chair and the following also in attendance:

- MEMBERS:** Nadine Clarke, Community Representative
Elaine Hayles, Community Representative
Harvey Brown, Community Representative
Joanne John, Community Representative
Emeka Ndukwe, Community Representative
- TRUSTEES:** Chris Ellis, Anita Olsen Harper
- GUESTS:** Bob Dawson, Senior Sports Writer, Diversity Management Consultant, and Black Hockey Historian
Tim Stanley, University of Ottawa
Nimao Ali, EISC of Ontario
Haleh Zamanpour
- STAFF:** Carol Ann Burrows, Equity and Inclusive Education Instructional Coach
Jacqueline Lawrence, Diversity & Equity Coordinator
Sherwyn Soloman, Principal – York Street Public School
Ken Mak, OCDSB
David Sutton, OCDSB
Dave Wildman, OCEOTA
Nicole Guthrie, Board/Committee Coordinator

1. Call to Order

Chair John called the meeting to order at 6:07 p.m.

2. Approval of Agenda

Moved by Harvey Brown,
THAT the agenda be received.

Ms. Hayles requested that the motion regarding the quantitative study be dealt with during the meeting and requested an update on the recommendations for Gloucester High School.

**Moved by Harvey Brown,
THAT the agenda be received.**

-Carried-

3. Approval of Minutes

a) Approval of Report 6, 28 September 2017

Moved by Nadine Scott,
THAT Report 6, dated 28 September 2017 be received.

Trustee Ellis recommended the following amendments:
page 6 second bullet

- On page 6 the second bullet should read “Trustee Ellis noted that Associate Deputy Minister Patrick Case, from the Education Equity Secretariat has selected Director Adams the OCDSB to participate in a small working group that will focus on the plan, particularly the infrastructure and data collection component. The District is as one of 4 Boards that will focus on the plan, particularly the infrastructure and data collection component asked to participate and pilot some of the initiatives”;
- At the bottom of page 8 the text should read “Trustee Ellis noted that both he and Student Trustee, Rita Ramotar, recently attended a workshop hosted by the Social Planning Network of Ontario. He added that the organization may have some funding available for projects with an element of equity and best practices. Trustee Ellis The network indicated that he committed to the network in conjunction with the Ottawa Social Planning Council to hold they will be planning an equity event in Ottawa. Trustee Ellis indicated he would share details as they emerge.
- Mr. Stanley requested that the word cultural be added to his comment regarding safety; and
- Ms. Hayles requested that the spelling of Prinicpal Solomon be corrected.

**Moved by Nadine Clark,
THAT Report 5, dated 25 May 2017 be approved as amended.**

- CARRIED -

b) Tracker

During discussion, and in response to questions, the following points were noted:

- Chair John noted the tracker is being introduced to keep the committee on track with all matters arising from the meeting that do not make the agenda;
- The proposed plan for monitoring students at Gloucester HS was added to the tracker;
- Superintendent Baker noted that the principal of Gloucester HS would be the primary contact for information regarding the transition of FNMI students. The Principal can provide further context on the transition;
- Report 17-074, Eastern Area Accommodation Review: Proposed Plan for Monitoring Impact on Student Achievement and Well-being, which was discussed at the 03 October 2017 Committee of the Whole meeting outlined the District's proposed plan for monitoring the transition over the next three years;
- Some aspects relating specifically to FNMI students could be addressed by the Curriculum Services team but there are many other contributing factors including community partners. The transition team should provide an update on the long term monitoring the board has set in place;
- Trustee Ellis noted that the original motion spoke to gathering information about supports in place at the school for special education students, English Language learners and students living in low-income neighbourhoods;
- Mr. Stanley expressed the view that Rideau High School was functioning as a successful urban school and the primary concern from the community regarding its closure was that the programs and sense of community could not be replicated at Gloucester HS. He expressed his concern regarding the transition of students to Gloucester HS, particularly the First Nation Metis and Inuit (FNMI) students and queried whether or not attendance data for these students has been tracked. He added that ACE should be made aware of the monitoring and the progress;
- Mr. Brown expressed the view that there are many English as a Second Language (ESL) learners formerly at Rideau HS and that CCE wrote to the Board requesting that the ESL program be continued;
- Ms. Hayles queried the types of data that will be gathered with respect to FNMI and English Language Learners (ELL). Trustee Ellis responded that the District staff were not directed to disaggregate the data;
- Ms. Hayles suggested that ACE request that the tracking of data be based on FNMI and ELL and not just geography;
- Mr. Stanley expressed the view that he would prefer to receive information and an update on what has been done to make sure the programs from Rideau HS have continued at Gloucester HS. He suggested the Principal of Gloucester HS could provide a report with this information;
- Ms. Jane F expressed the view that it would be important to track FNMI engagement and absenteeism so that the District can determine if performance has deteriorated as a result of the transition;

- Chair John expressed the view that ACE should be informed of the transition and the progress of students as a result of the closure of Rideau HS;
- It was suggested that a small working group be formed to work on creating a specific request for information to the Board and staff;
- Superintendent Baker advised that any request for further disaggregated data would have to be specific and clear. The request would be made to Research, Evaluation & Analytics Division (READ). She noted that the District is currently at the start of the school year and limited data is available at present;
- The item will remain on the tracker for further discussion at the 23 November 2017 ACE meeting;
- Superintendent Baker noted that the District is currently exploring the creation of an Aboriginal Education Advisory Council they anticipate will be established by the end of 2018;
- The Council would be predominantly Indigenous and will be mandated to provide assistance and advice to the Board Action Plan with respect to FNMI education; and
- In response to a query from Trustee Ellis regarding Trustee participation on the Council, Superintendent Baker advised that policies and procedures for the Council will be created which will outline the parameters for the development of the Council and its roles and responsibilities;

4. Role of ACE

The Committee briefly discussed their role. Chair John - role to be provide advice on the issue related - get the notes - (ask for from Chair John) - should return to - does it fit - if it does not - let it go.

EH - does this limit us - must argue why it fits - gatekeeper

Chai - what is our role with the issue - what the Committee is doing with it - providing advice or making recommendations

Bob - do we have a stake in the matter based on the mandate

Chair - easy to have fingers in a bunch of pies with a broad mandate - focus on mandate keeps ACE dealing with business and accomplishing

Emeka - challenge of communicating to the Board - filter advice to the board - once the committee agrees on details/advice, proceed - make recommendations

Chair - agreed upon by the committee - recommendations (only moves forward when all agree) -

Bob - draft TOR under roles - chair 4.12 - chair shall act as spokesperson - to be discussed at item 9 (Bob)

Jane - agree with Chair - what value add I bring to committee - know what is needed from me as a member - framing what you want from me - help to focus the members

JL - know in advance - frame the agenda

5. Ontario's Education Equity Plan/OCDSB Board Workplan

Your committee was provided with Understanding Ontario's Education Equity Action Plan Fact Sheet.

During the discussion, and in response to questions, the following points were noted:

- Set priorities for 2017-2018
- two documents (Ontario and District work plan) have our priorities based on their priorities
- Items 6, 7, 8 on the agenda should be priorities for the year
- need to look at outreach and focus on for the year
- recruitment and increasing membership and enhance
- communications - better vehicles to communicate the mandate of ACE and message are cohesive and coherent - increase the profile and presence
- JL - mindful of experiences - education equity action plan outlined (listening for that and the lived experience) what do we think we should look at more closely -
- Second document the Board plan -
- Equity action Plan - these are areas look to see if there is a possible area of emphasis (ministry) -
- take the actions that fall out those and move into the tracker
- JL - more detailed plans are available through JL
- Juliet - curious to know ACE role and understanding of the equity continuum toolkit - making sure it's not a book that collects dust and comes alive - she will bring alive in her school - ideas on how using in the school - DB - Sept 20 event - overview but not detailed - (JL) DB - September 20 - principals and vice-principals received copies of the cultural responsive and relevant pedagogy and work with the secretariat - decided to use the tool because of the ease of use - feedback from the day - overwhelmingly positive - people want to engage with and work with - tied loosely to well-being in school learning plan - PD work on equity continuum - crying for more help on how to do the work - school op meeting in October - provide us with more information and tools - that week of the school ops - Jackie gone to CARP training - this month the team will do some equity work - how do we help schools moving forward - ACE can provide input into the process - copies of the continuum should be provided to all
- Mr. Mak noted the at the 06 October 2017 Elementary Professional Development session the Equity Continuum was distributed and staff engaged in brainstorming to find ideas and strategies to bring to their classrooms;

- Superintendent Baker noted that the challenge for administrators is in the discomfort and wanting to move forward respectfully. Administrators and educators often feel they do not have the knowledge and understanding to do implement strategies;
- JL - excited by questions being asked - principal qualifications course are using the continuum - momentum on how to use the tool
- Tracker - toolkit
- Juliet - role - next steps - scale - recommendations to help schools reach levels - committee can make sure it stays alive in the schools
- Nadine - parent engagement and school council involvement - in this a role to ensure school council to implement SLP plans and how they can help
- DB - links to School Learning Plan - engage in the process - tool to help principals and staff - what form engagement that means - and your place in it. Section on community and parent engagement - the continuum is being linked to the SLPs in some schools - equity continuum foundational document and embed in everything we do - District involved in project with CODE - how do we do this work with Districts - place for parent engagement - must be more precise in how we engage
- JL - community connection sections - in alignment with education action plan - alignment with equity and inclusion - connections like never before - need to support staff as this moves forward
- CAB - two sections - speaks to ACE - need outside voices to build, gives power to the educator to see the scale - impact colleagues - planning event to engage, outside voices - whose voice in not reflected - trigger - seeing in schools
- Juliet - mechanism to share all the ideas and good things happening - good walk around the school and assess the school but what are the next steps - What is the role of ACE - equity rep in every school - how can we deploy them more to communicate and broaden
- David - parent council - space made for equity to part and parcel - try to get diversity on the council - those are things being done - to address issues of equity - spirit week at the school - plan - Ellis - western day - speak to first nations how they felt about that culturally - teaching moment - do not do the day take the time to speak to the community - they might be fine with it. can become a larger discussion - David - celebrated the school and its diversity - school spirit day - be inclusive
- Ellis - cultural sensitivity throughout schools
- Elaine - looking for direction and support - continuum - who do you go to - equity rep, instructional coach - diversity and equity coordinator - who do teachers go to -
- DB - depends on the question a teacher has - meeting soon to define - EH right - curriculum end of things - coordinator piece (JL) - FNIM piece on the team also have READ involved provincial in the equity work - all are involved in the CODE project - lots of things different things happening - structure and communicate roles out to the system - principals know it is CS - operations presentations on the continuum - moving forward with the work effectively

- Provincial work with the data, CRRP vanguard board for this reason, knowledge network work at university level - where does it intersect and where are opportunities and where can we find student voice in all of it
- Harvey - board work plan - key areas - what are the indicators that they have achieved it -
- Tracker - how does the board know that it has achieved the elements of its own work plan
- Stanley - problem of teachers and principals - look for lighthouse initiatives - teachers who is doing well, school doing well and highlight those - teachers afraid - cannot imagine what it will look like - uphold those examples - that's what it looks like - aha - I can do that
- September - event - what does it look like to have an equitable inclusive school space - trickle that down to staff - process more than outcome
- Page 3 Jane - what can we do that another committee cannot
- Ellis - Board - who you report to are the trustees - page 3 - equity plan for collection of identity based data and the province now wants board to do - your experience can help with the nuances of the different communities - helpful to the Board and through getting information to the board and the district staff
- Jane - no detail that defines - that ACE can be accountable for our contribution data framework -
- ELLIS - ASAR coming next month - more breakdowns - socio economic quantitative is coming
- Chair - as the trustees work their plan more pieces come to ACE to put advice around
- Ms. Clark highlighted the work of the ACE research subcommittee - (we have data - ask Nadine for the list she read from)
- Ms. Clark advised that ACE gather the data that has been collected and begin to use it. - data from an equity lens - must be tied to student success
- Harvey - should not be called the work plan - strategic direction for the board - most important is the BIPSA
- Superintendent Baker advised that the Board Work Plan outlines the goals of the trustees, directors work plan, strategic plan (five areas) Board improvement plan informed by - ASAR, work done through previous board improvement plan and other sources (multiple) and priority areas of need - how do the plans link to each other - look at different things - Board plan (governance), Board imp plan - staff work towards student achievement and well-being -
- Harvey - how do I link to see how we are doing to show success
- DB – The strategic plan is the work of the district - 5 areas we are all looking - director's work plan, Board improvement plan
- Chair - can we bring the three plans to the committee for explanations
- Superintendent Baker noted that the 07 November 2017 COW agenda is dedicated to learning. The meeting will
- Trustee Ellis expressed the view that input from ACE on the BIPSAW would be helpful

- Manager Lawrence noted that there is an equity plan for the collection of data. This is a direct result of the work of ACE, its annual reports and its convergence with the recent work of the province. ACE provides the District with an invaluable opportunity for consultation. ACE can apply an equity and diversity lens to the work of the District;
- Superintendent Baker noted that the District is working with 14 other Boards across the province working on the racialized data will answer some of the questions that people have - that work will inform the work at the District level and when that comes what is the role for ACE to play - once the data comes and how can ACE help
- http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf
- Mr. Stanley expressed the view that identity data is a combination of self-identification and how people in the school see you. Within the Board work plan, every key area of focus provides an opportunity for equity.

6. Outreach to Communities

Chair John suggested a sub-committee be formed to create an outreach strategy to enhance engagement with communities and formulate a membership recruitment campaign.

Ms. Ndukew expressed the view that every member of ACE should be an ambassador for the committee. The communications department can assist in the effort but every member has must speak to the communities directly on the subject.

Mr. Sutton remarked that any communications distributed should answer the obvious questions regarding participation on the committee. Most potential members have work and familial obligations and will want to know why they should be a part of ACE and what their role will be.

Mr. Stanley expressed the view that any communications effort must include social media. He queried whether or not ACE had a Facebook page or a Twitter account and advised that the best way to reach recent graduates to learn of their experiences with equity within the system is through social media.

Ms. Hayles remarked on the efforts of the CCEE and queried how they were communicating as they had an active and engaged committee. Eldon responded that advocacy was a key component of the CCEE's efforts. - what is in it for me - flesh out advisory, advocacy and monitoring and celebrating beacons of light and the annual show and tell - advisory and be careful how you limit that -

Trustee Ellis agreed with Eldon and noted that he feels this committee constrained at times. He expressed the view that staff do not often embrace the committee's recommendations and that the advocacy element seems to be missing. advocacy can be advice to the board - do not limit self to narrow mandate - do not think that it cannot do advocacy - that will assist us in populating the committee - we come and we give advice and we see nothing

Juliet advised that the committee must communicate their work with the community to show how its work has made an impact. She added that ACE must demonstrate the relevance of the committee and highlight its accomplishments. She added that social media and word of mouth campaigns are critical.

Ms. Jane advised that the committee create and advocacy plan.

DB - challenges with the mandate providing advice on policy - most folks not interested - one of the challenges for the committee - how do we gather information to feed into policy and then translate it back into something that is meaningful to the community - mandate is clear - advice to the board but out in the communities they have to understand what you are advising on - trick to make palatable and keep simple - think about how ACE does that - Social media leverage - opportunity to simplify messages and get information out - someone on committee meet with communication and begin a communications plan for the committee

Trustee Ellis expressed the view that the story of the human impact is missing. He would like to hear personal stories of how students are affected. The input from communities is invaluable but often those communities are not self-advocating. ACE can help listen to the communities and bring back their experiences.

Chair John expressed the view that she would be pleased to meet with the Districts communication staff regarding the use of social media to reach new audiences and improve ACE communications.

9. Policy P.008.GOV Advisory Committee on Equity

Your committee had before it a draft of Policy P.008.GOV Advisory Committee on Equity. The policy has been amended and the document is annotated with changes.

Trustee Ellis remarked that this was the first time he had an opportunity to review the draft in familiar format and noted that he had several concerns with the document. He advised that he will bring forward those concerns to staff and hoped the committee could discuss it further at the November meeting.

10. Feedback on Ministry's Engagement on Governance Supports

Your Committee had before it Memo 17-115, Ministry of Education Engagement on Governance Supports. The Ministry of Education, Leadership, Collaboration and Governance branch is seeking feedback from board advisory committees on several governance topics including integrity commissioner and trustee code of conduct, trustee honoraria, electronic participation in board and committee meetings, student trustee term of office and election processes and broadening the director of education qualifications.

Trustee Ellis noted that the Special Education Advisory Committee was recently afforded an extension for their submission. Chair John noted that she will request a similar extension from Ministry staff and indicated that the committee would discuss the item in detail at the November meeting.

11. Roundtable

During a round table the following was noted:

- Ms. Robinson, teacher at Avalon Public School and former CCEE committee member, indicated that she was pleased to attend and is excited by recent equity initiatives;
- Mr. Robinson, former member of CCEE , expressed the view that he enjoyed the advocacy work PPM 119;
- Jane advised that she is involved with SleepOUT for Youth on 30 November 2017. The event is a major fundraiser for youth homelessness and at risk youth; homeless and at risk youth;
- Ms. Burrows advised that on 09 November 2017 330 students and 25 partner agencies will be participating in the Rainbow Youth Forum. She encouraged members to attend and noted that the LGBT community are a voice that should be at the ACE table;
- David requested that staff provide a brief history of the changes with respect to the work of the committee. He agreed with Mr. Robinson on the importance of advocacy and would like to refocus some of the work of the committee back to advocacy. He suggested that a small sub-committee may be formed to engage in advocacy efforts;
- Emeka noted that she too was a part of the CCEE and remarked that 2 of the issues that were deemed important have been fulfilled, the equity officer and the collection of data;
- Ms. Hayles requested a follow-up on the motion from the x meeting; and
- Superintendent Baker advised that she was meeting with the READ team and other staff members regarding the data collection and analysis. She hoped that at the conclusion of the meeting some goals are identified, including student voice and how that fits.

12. Adjournment

The meeting adjourned at 8:43 pm.

Joanne John, Chair
Advisory Committee on Equity