ADVISORY COMMITTEE ON EQUITY

Thursday, March 28, 2019, 6:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Pages

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

ADVISORY COMMITEE ON EQUITY

October 25, 2018
6:00 pm
Mezzanine (2nd Floor)
133 Greenbank Road

Members:	Stacey Ann Morris
	Nadine Clarke
	Elaine Hayles
	Harvey Brown
Staff and Guests:	Erica Braunovan (Trustee), Donna Blackburn (Trustee), Chris Ellis (Trustee), Milo Salem (Student Trustee), Rob Campbell (Trustee Elect), Dorothy Baker (Superintendent of Instruction); Michele Giroux (Executive Officer), Halcian Joseph-Clost (Strategic Business Analyst), Jacqueline Lawrence (Diversity and Equity Coordinator), Sue Rice (Equity Instructional Coach), Monjur Chowdhury, June Girvan, Bob Dawson, David Sutton, Ken Mak, Nicole Guthrie (Board/Committee Coordinator)

1. Welcome/Call to Order

    Chair Morris called the meeting to order at 6:03 p.m.

    1.1 Approval of the Agenda

        Moved by Elaine Hayles,

        THAT the agenda be approved.

        -Carried-

    1.2 Approval of the Minutes - 27 September 2018

        Moved by Nadine Clark,

THAT Report 6, Advisory Committee on Equity, dated 27 September 2018 be received.

-Carried-

1.3   Matters Arising form the Minutes, Motion and Action Tracking

In response to a query from Ms. Hayles, Diversity Coordinator Lawrence confirmed that the April 2017 motion regarding data collection as listed on page 13 was correct. She added that the status of the motion is on-going and that qualitative data from stories and lived experiences were captured during the Black Youth Conference. More information will be shared with the committee in the coming months.

Superintendent Baker advised that the Research, Evaluation & Analytics Division (READ) is gathering evidence from community partners. READ is interested in both qualitative and quantitative data. Identity-based data will help provide a more precise measure of the suspension rates of black students.

Ms. Hayles queried how ACE will be involved in the collection of the qualitative data and community conversations and stressed the importance of a bottom-up approach.

Diversity Coordinator Lawrence shared that she had spoken with Business & Learning Technologies staff and confirmed that a polycom can be utilized by the committee to enable members to participate electronically.

Superintendent Baker sought clarification on Ms. Hayles' request for an organizational chart. Ms. Hayles indicated that the organizational chart should clarify the senior staff structure and outline all those staff directly or indirectly responsible for equity in the District.

In response to a query from Ms. Hayles regarding the Equity Steering Committee, Superintendent Baker noted that the Committee is currently comprised of District staff closely involved in equity work. The Equity Steering Committee was initiated at the end of the 2017-2018 school year and is chaired by the Associate Director. She added that staff involved in the committee are responsible for a variety of equity related initiatives and meet to ensure they are integrating and planning their work systematically. Staff on the Steering Committee have links to the Advisory Committee on Equity, the Parent Involvement Committee as well as the Indigenous Education Advisory Committee. She noted that outputs from the Steering Committee will be brought to ACE.

2.   Community Voice

Ms. Girvan noted that United Nations Universal Children's Day is celebrated on November 20th each year to promote international togetherness, awareness

among children worldwide, and improving children's welfare. She noted that every child is sacred. The event will focus on the relationship of Indigenous children, black children and children of European descent. She noted that all of these children have often grown up with the shame of perpetuating racism.

Ms. Girvan noted that Human Rights Day will be observed on 10 December 2018.

Ms. Girvan added that on February 25, 2019 John Simcoe Graves, an icon of anti-racism in Canada, will be recognized on the anniversary of his birthday as a part if the events of Black History Month.

3. For Review

   3.1 Long Range Agenda Items

   The long range agenda was provided for information.

4. For Feedback

   4.1 Strategic Plan Pre-Consultation

   The OCDSB current strategic plan is scheduled to expire in August 2019. Over the next 3 months, the district will be actively consulting with stakeholders in order to gain input into the development of priorities for the next strategic plan. The consultation process has four stages: Pre-consultation (October/November 2018), Idea Exchange (November/December 2018), Developing Strategies and Action (January 2019) and Feedback on Draft Plan (May 2019). Staff has begun to engage stakeholders to get insight and ideas to encourage parent participation in the planning process.

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

   • The idea exchange in November will be conducted through the Thoughtexchange platform. Stakeholders can participate at any time of day, from any location with internet access. Participants are able to share ideas and see and rank other ideas that are important to them;
   • Thoughtexchange will be live for 4 weeks;
   • The Thoughtexchange platform generates a report identifying key themes and issues;
   • The District had close to 13,500 participants in the last strategic plan and anticipate an increase to 20,000 during the consultation for the 2019-2023 plan;
   • The District will host forums and focus groups in January throughout the District in an effort to engage as many people as possible. Conversations will also be held with strategic, community business partners;

- All of the feedback will be prioritized and will help inform senior staff as they prepare a draft plan for review in May of 2019 with the goal of Board approval in June 2019;
- Members of many communities in the city have limited access to technology and have significant language barriers. The members queried how those parents will be able to share their ideas. Executive Officer Giroux noted that the District will use a multifaceted approach to reach out to the parent community. The District will use direct email, school council newsletters, websites, Synervoice, Zone meetings, communications with parent councils, trustee information sessions, local media and CHIN radio as well as paper documents in student's backpacks;
- The members encouraged the District to target communities that have been traditionally difficult to engage and host focus groups in those communities;
- Translation was identified as a concern and the District will be utilizing the service of a translation firm to provide translation over and above google translate;
- The members expressed the view that parents be provided with an explanation on the value of their participation (i.e. link to their child's success and well-being);
- A one-page document will be translated after the pre-consultation and will include reasons why parents should engage in the consultations and provide them with information and opportunities available for their participation ;
- Schools can be used as a space to overcome barriers to access to technology;
- The District will be working with Multi-Cultural Liaison Officers to help bridge communities and overcome some of the language barriers;
- The forums and focus groups must be welcoming and comfortable spaces where participants feel safe to share their ideas. The forums and focus groups could be conducted as part of a community meal as the notion of breaking bread and sharing in conversation is important in many cultures;
- The District has listed numerous community partners in its consultation plan and is open to suggestions of those that may not be listed;
- A discussion on the pre-consultation will be he held with the Student Senate on 8 November 2018;
- The Thoughtexchange process will be differentiated by group - one for community at large, one for staff and one for students which will allow the District to better address the unique needs of each group;
- The District will investigate the possibility of a mechanism for self-identification within the Thoughtexchange platform but the priority is to ensure all are welcome to the process;

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- Consultations with local experts Ottawa Local Immigration Partnerships (OLIP) and Ottawa Community Immigrant Services Organization (OCISO) are critical to reaching and understanding the issues with populations that are more challenged than others;
- Voluntary identification within the electronic idea exchange can assist the District in identifying where and which communities the ideas are coming from and which are not being engaged. For example, it will let the District know if it is reaching the Indigenous community, people of African descent etc.;
- If the District accommodates for voluntary identification, it must ensure participants can check as many different boxes that apply;
- The Thoughtexchange platform enables stakeholders to share their ideas, learn about the ideas of others, and prioritize all of the input;
- Staff can work with community members to input the data for those who may not have access to technology. A phone number will be provided in the contact sheet;
- Organizations like Nyansapo as well as others should be invited to participate;
- In response to a query regarding accessibility, Executive Officer Giroux noted that any participant may choose to work with staff to provide input at their local school or speak with staff at the central office. The Thoughtexchange platform is compatible with assistive devices;
- Ms. Hayles expressed support for the sample questions for the idea exchange;
- Ms. Girvan expressed concern that the priorities identified may not include those populations identified by the UN as vulnerable. Executive Officer Giroux advised that the consultation process and the results of ThoughtExchange are not the only source of evidence used by the Board in their decision making;
- In response to a query regarding participation bias and ensuring the voices of those traditionally unrepresented in this type of process are heard, Executive Officer Giroux noted that the Thought Exchange program can assess the weight of ideas better than a traditional survey;
- Mr. Chowdhury expressed the view that the communication to stakeholders should focus on the reasons why parents and community members should participate;
- The District will host forums and focus groups throughout the city. Staff are currently planning the events and are mindful of the places, spaces, timing and structure of the events to maximize participation;
- The members recommended that community groups be involved in hosting the forums; and

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- Ms. Girvan suggested the District remember the mantra "nothing about us without us" as the consultation proceeds as it may help to diffuse any negativity associated with the consultation.

4.2 <u>Review of PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity</u>

Your committee had before it a draft of PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity. A draft of the individual member skills matrix was also included for review. The procedure and the matrix will provide the committee with background information and support to enable a decision upon the formation of a membership sub-committee.

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

- Policy P.008.GOV Advisory Committee on Equity states that ACE shall review its membership needs and as required create a Membership Sub Committee that includes the Chair and Vice-Chair, plus up to three (3) members, as nominated by the Committee;
- In response to a query from Ms. Hayles regarding the requirement for the posting of a notice inviting applications, Diversity Coordinator Lawrence responded that staff will work with the Communications team on a marketing campaign for various communication channels. The information will also help current members share information with their communities to help broaden the reach;
- Mr. Chowdhury suggested the District communicate and share the call for membership with those communities and organizations outlined in the minutes of the 25 September 2018 meeting;
- The membership sub-committee will review an applicant's resume, application form, and statement of interest;
- Executive Officer Giroux advised that the Parent Involvement Committee (PIC) uses a similar matrix and process for appointing members;
- Members suggested that the application include some flexibility for applicants to provide a statement of interest in their own language;
- A long application may be a barrier to participation and the members queried the rationale for the inclusion of a resume and requested that the questions be used to applicants to provide similar information. Many potential applicants may not have a resume;
- Members suggested an alternative option to an online application. Superintendent Baker indicated that staff could assist with the data input and that interested applicants could call staff to provide assistance;

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- Section 5.7 of the procedure states that applications will be evaluated using the skills matrix. Executive Officer Giroux suggested that text regarding bias removal and equity be added to this section;
- Superintendent Baker noted that the Council of Ontario Directors of Education (CODE) has a bias-free decision-making matrix and that it may be a helpful comparator;
- Ms Girvan expressed the view that the District invitation for participation and the related questions be written at a grade 5 or 6 level noting that education level can be a barrier to participation. She recommended that "Statement of Interest" be revised to "Tell us about yourself" or "why do you want to be a part of the committee?";
- Ms. Girvan expressed the view that the District took an extraordinary step in its recognition of the United Nations International Decade for People of African Descent and that it should be honoured in policy and procedure;
- Policy P.008.GOV advises that every effort shall be made to ensure that the four individual members represent the diverse demographic composition of the District and may be members of the following identities: Creed-based; Disability (e.g., physical, mental, and learning disabilities); First Nations, Métis or Inuit; Immigrants and newcomers to Canada; LGBTQ2S+; and/or racialized groups;
- Ms. Girvan expressed the view that the Ottawa community of persons of African descent seek equality and equity and must be a part of the conversation and included in membership criteria;
- The skills matrix can be used to seek and flag those members the membership sub-committee deems essential to ensure broad representation;
- Staff were encouraged to the review the polices and procedures in other large School Boards like Durham, Toronto and York for elements of diversity and equity requirements;
- Membership criteria and the inclusion of an Indigenous representative and person of African descent could be addressed within the skills matrix and the application process;
- Ms. Clarke commented that many of the current members do not fit the criteria as listed in the policy and that for the past ten years the group has struggled with membership. She expressed the view that ACE needs to move forward with the establishment of a membership subcommittee and the campaign to attract new members. She requested that the matter of an amendment to the policy be added to the long range agenda for discussion at the 29 November 2018 meeting; and
- Trustee Ellis advised that procedures do not require Board approval. Procedures are approved by the Director's Executive Council based on policy set by the Board of Trustees and the language in procedure matches that of the policy.

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5. For Decision

    5.1 Establishment of an ACE Membership-Subcommittee

    This item was not addressed.

    5.2 Nyansapo Statement of Support

    This item was not addressed.

6. For Information

    6.1 Committee of the Whole Report

    Trustee Blackburn noted that the 16 October 2018 Committee of the Whole meeting featured a discussion on the District's gifted program. She expressed the view that the motion passed at the meeting would provide parents who can afford to have their children independently assessed with choices other parents do not have. She advised that she tried to amend the motion to ensure equity, but was unsuccessful. She expressed the view that the motion if passed, would add significant costs to the budget. She noted the motion would be moving to the Board meeting on 30 October and encouraged members of ACE to share their views on the matter with trustees.

    Trustee Ellis expressed the view that traditionally students of colour have been underrepresented in Gifted community and that the decisions the District undertook regarding testing and the introduction of tiered interventions have had a negative impact on the congregated gifted classes. He noted that congregated gifted classes have dwindled and that without further scrutiny and intervention the program will disappear which would preclude the inclusion of students of colour, Indigenous and/or low socio-economic status from participating as there will no longer be a program for students to attend.

    Mr. Brown commented that there were 7 or 8 delegations which spoke to the gifted motion. He noted that of particular interest to ACE was a delegation from the Britannia area who spoke about low-income families and their entry into the congregated gifted program. He noted the Board approved the motion but did not address any of the delegates concerns. He expressed support for universal testing.

    6.2 District Equity Update

        a. Identity Based Data Collection Update

        b. Consultations on Education Reform in Ontario

7. New Business

    There was no new business.

8. <u>Adjournment</u>

The meeting adjourned at 8:37 p.m.

At the time of adjournment the following items remained as unfinished business:

- 5.1 Establishment of an ACE Membership-Subcommittee
- 5.2 Nyansapo Statement of Support
- 6.2 District Equity Update

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Stacey Ann Morris, Chair, Advisory Committee on Equity

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

ADVISORY COMMITEE ON EQUITY

November 29, 2018
6:00 pm
Mezzanine (2nd Floor)
133 Greenbank Road

Members: Elaine Hayles

Non-Voting Members: Dorothy Baker (Superintendent of Curriculum Services), Erica Braunovan (Trustee), Tim Stanley (University of Ottawa), Jacqueline Lawrence (Equity and Diversity Coordinator)

Staff and Guests: Michele Giroux (Executive Officer);(Donna Blackburn (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee), Anita Olsen Harper (Trustee),Rob Campbell (Trustee Elect), Milo Salem (Student Senator), Sue Rice (Equity and Diversity Coach), Lisa Montroy (Family Services Ottawa), Bob Dawson (Community Member), Raigelee Alorut (Tungasuvvingat Inuit), Clara Morgan (Community Member), David Sutton (OCDSB), David Wildman (OCEOTA), Joanna Jackson Kelly (OCDSB), Nicole Guthrie (Board/Committee Coordinator)

1. Welcome

    Chair Hayles called the meeting to order at 6:08 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

    Quorum could not be achieved. It was considered important to proceed with an information session.

2. Approval of the Agenda

    Superintendent Baker suggested that item 6.1 a become 4.1 a.

3. Community Voice (delegations)

    There were no delegations.

4. Department Update

    4.1   District Equity Update

        a.   Identity Based Data Collection

            Executive Officer Giroux provided the committee with an update on identity-based data collection.

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

- The Research, Evaluation, Analytics and Data Division is responsible for identity-based data collection within the District;
- The Anti-Racism Act and the Data Standards issued by the Province of Ontario govern the work of the District;
- The Act acknowledges four groups most adversely impacted by racism, including Indigenous, Black and Jewish communities and those communities impacted by Islamaphobia;
- The Act requires the province to set targets which will inform the work and identify responsibilities. The targets are not presently available;
- The Act extends to all public sector organizations who want to collect or have a need to collect the data. All of the organizations will be subject to the same legislative framework. This will be helpful as the District can engage and learn from other agencies who are doing like-minded work;
- The data standards include requirements that the District must follow. Each standard includes a rationale and guidance about exemplary practices. The Standards set out requirements for the collection, use, disclosure, de-identification, management, publication and reporting of information, including personal information;
- The first standard is Assess, Plan and Prepare and requires the District to:
  - Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
  - Determine organizational priorities and resources and conduct a privacy impact assessment.
  - Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
  - Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
  - Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.
- The current focus of the work is capacity building ensuring a complete understanding of the seven standards. Standards one through five emphasize the importance of organizational planning and readiness prior to the data collection. This

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includes identification of organizational objectives, responsibilities, training on both anti-racism and responsibilities under the Anti-Racism Act, data governance and an organizational needs assessment;

- Those collecting data must have the resources and capacity to securely store and access the data. The Information and Privacy Commissioner (IPC) is a partner and can review the District's work at any time;
- The District applied for funding from the Education Equity Secretariat of the Ministry of Education last year. The application was initially approved but the funding has not yet been made available. The District has begun the readiness work on data infrastructure and qualitative research through conversations with the community on lived experiences in schools regarding systemic racism;
- The District intends to begin a community conversation in February-March 2019;
- In advance of the community conversation, the READ team has communicated with Superintendent Baker and her team to ensure those community based agencies with established business relationships with the District and those with expertise are contacted and invited to participate. The District is also interested in consulting with these groups to gather perspective and advice on how the data collection can proceed;
- READ intends to work with ACE, Indigenous Education Advisory Council and the Parent Involvement Committee to provide an advisory link and a bridge to their respective communities;
- The District plans to begin the collection of identity-based data in the fall of 2019. The methodology has yet to be determined;
- There is specificity within the standard for the types of questions and as well as specific language and the order in which the questions are asked. The standards advise the best practice of data collection be at the first point of contact with the organization, for the District that would be at the time of registration. However, if registration is the suggested primary source, the District must identify an alternate method to gather the data from current students;
- In response to a query from Trustee Olsen Harper regarding the Ministry funding, Executive Officer Giroux advised that the grant was for an amount of $130,000 which would enable a 1.0 FTE and a 0.5 FTE Researcher to be added to the READ team to assist with the added workload. The grant would cover the work the District has planned for the 2018-2019 school year. If the

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funding is not received the scope of the work plan and the project will have to be reviewed during the budget process;

- The data standards on the Ministry website will be shared with ACE;
- The District must clearly communicate the purpose and use for the collection of identity-based data;
- Dr. Stanley queried whether or not the data collection would extend to staff. Executive Officer Giroux noted that the legislation speaks only about the collection of data and does not specify from whom to collect it. The District seeks to use the information to assist students and therefore intends to collect the data from a student lens, but there is nothing that would preclude data collection from staff, providing the same standards of collection are adhered to;
- Dr. Stanley expressed the view that self-identity is not necessarily about self, but more about how other people perceive you. He noted that ascribed identities cannot be gleaned from personal information;
- The social categories within the standards may help the District differentiate questions about race and ethnic origins;
- Dr. Stanley noted the recent study on Ottawa Police road stops as evidence to support ascribed identity. He noted that capacity building and training are critical to ending systemic racism;
- Executive Officer Giroux advised that the work is governed by the Anti-Racism Act and the data standards are framed in this way. The District must have a clearer understanding to enable the collection of data beyond the four identified groups;
- In response to a query from Trustee Olsen Harper, Executive Officer Giroux noted that she could not comment on how the application of the Ownership, Control, Access and Possession (OCAP™) principle pertaining to Indigenous groups would relate to the data collection;
- In response to a query from Chair Hayles, Executive Officer Giroux noted that there is a role for both local agencies and individuals in the process. The work of the District can be enhanced through the participation of knowledge experts;
- Executive Officer Giroux advised that the City of Ottawa has an interesting and informative guiding framework which could provide the District staff with structure;
- In response to a query from Trustee Scott, Executive Officer Giroux noted that all boards across the province are subject to the same data standards, however, the Toronto District School Board (TDSB) has been the most advanced in the data collection process. Some other area school districts in the Greater Toronto Area (GTA) have used the TDSB data as a

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baseline for their community. This, along with some collaboration has allowed them to make good progress on their equity work; and

- Trustee Blackburn noted that the Ottawa-Carleton District is particularly distinct as it is a rural, suburban and urban board.

5. Review of Advisory Committee on Equity Report

5.1 25 October 2018

The 25 October 2018 Report of the Advisory Committee on Equity will be reviewed at a future meeting.

5.2 Review of Long Range Agenda

The long range agenda was provided for information.

5.3 Motion/Action Tracking Report, Business Arising

The motion-action tracker was provided for information.

6. For Decision

6.1 Establishment of an ACE Membership-Subcommittee

Trustee Scott suggested that staff prepare the notice to solicit individual members and community agencies. She urged those in attendance to consider volunteering for the membership sub-committee which will make important decisions on the applications received to ensure the committee is strong and able to actively participate.

Chair Hayles agreed with Trustee Scott's suggestion and advised that ACE form the membership sub-committee in January to review the applications and make membership recommendations.

Superintendent Baker advised that sooner the information can be prepared and sent to the community the better. ACE can provide input and leadership in the decision-making process. Staff can prepare the necessary outreach material and circulate to the committee by email prior to its release. ACE can then share the invitation to as many community members as possible.

In response to a query from Ms. Morgan, Diversity Coordinator Lawrence noted that ACE and the District have a direct relationship with the Ottawa Community Immigrant Services Organization (OCISO) and the Multi-Cultural Liaisons through the Family Resource Centre (FRC) and will ensure they are aware of the search for new members.

Diversity Coordinator Lawrence noted that she will work with the Communications department and provide ACE with a draft communication plan and timeline for the membership campaign.

Dr. Stanley commented that the last question within the skills matrix on folio 18 should not be checkboxes. He advised that applicants be required to complete and fill in each of the elements that apply to them.

6.2   Nyansapo Statement of Support

Diversity Coordinator Lawrence indicated that Nyansapo had made a presentation to ACE at the 27 September 2018 meeting and the group followed up the presentation with a request for support of the statement on folio 22.

Diversity Coordinator Lawrence indicated that the members of ACE could not sign the statement of support but could pass a motion in support of the statement which would be brought forward to the Committee of the Whole.

Chair Hayles expressed the view that before ACE can support the statement they require further clarification on its meaning.

Mr. Sutton noted that Nyansapo wished to provide their support and assistance in the collection of identity-based data as it relates to African Caribbean Black Canadian (ACBC) students.

Diversity Coordinator Lawrence advised that she would contact Nyansapo to provide clarification on the request and will also invite them to submit an application for committee membership.

7.   Committee Reports

7.1   Committee of the Whole

ACE had no representation at the 6 November 2018 Committee of the Whole (COW) meeting.

Mr. Salem indicated that the 6 November 2018 COW meeting featured a discussion on the Annual Student Achievement Report (ASAR) and the Board Improvement Plan on Student Achievement Well-being (BIPSAW). Superintendent Baker indicated the ACE will have an opportunity to review the ASAR and the BIPSAW in 2019.

In response to a query from Chair Hayles regarding the timing of the COW meetings, Trustee Braunovan advised that COW is held on the first and third Tuesday of each month. The meetings ordinarily begin at 7 p.m. ACE representatives should plan for the meetings to run approximately three and a half hours in length.

Diversity Coordinator Lawrence noted that Chair Hayles and Harvey Brown will be the alternates for Stacey-Ann Morris.

8.   New Business

Trustee Ellis apologized to the members of ACE for his disruptive behavior at the 27 October 2018 meeting. He noted his actions were distractions to the important work of the committee.

Executive Officer Giroux thanked the members for their contributions to the pre-consultation on the 2019-2023 Strategic Plan. She noted that the Thoughtexchange process has begun and to date, there has been significant uptake and participation. She encouraged the members to invite members of their community to participate.

Ms. Alorut noted that she is an Education Officer for Tungasuvvingat Inuit and is actively engaged in the support of Inuit students in the District.

Trustee Blackburn thanked Equity Instructional Coach Sue Rice for her efforts in the organization and execution of the Rainbow Youth Forum held on 15 November 2018. The members requested that a summary of the event be added to the long range agenda.

Ms. Jackson Kelly explained the District offers both ESL (English Literacy Development) and ELD (English Literacy Development) support. She noted that the Family Reception Centre (FRC) determines whether or not a student requires ELD support. ELD students are those recently arrived, who, due to various factors, have not yet developed age-appropriate literacy skills and/or numeracy skills in their first language. These learners receive support for both language acquisition and academic upgrading.

Chair Hayles advised that the next meeting of ACE is scheduled for 24 January 2019. Ms. Morgan suggested that the members and those present commit to bringing a guest from their community to that meeting.

9. Adjournment

The meeting adjourned at 7:30 p.m.

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Stacey Ann Morris, Chair, Advisory Committee on Equity

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ADVISORY COMMITTEE ON EQUITY

Long Range Agenda
2018-2019

1. Review and ACE Annual Report (September)
2. Appointment of representative and alternate to Committee of the Whole (September)
3. Review of PR. 067.GOV Appointment of Members to the Advisory Committee on Equity (September/October)
4. ACE proposed 2018-19 priorities (September/October)
5. Location of Meetings (September/October)
6. Strategic Plan Consultation (October)
7. Equity Action Plan (October/November)
8. Update Health and Physical Education Curriculum, Indigenous Education and anti-racism initiatives (September)
9. Identity Based Data Collection (November)
10. York University Summer Institute Focus on Data Collection (November)
11. ACE input into the 2019-2020 Budget (January)
12. Summary of Resources (January)
13. Equity Lens on Consultation (TBD)
14. OCDSB process to address suspension with antidotal evidence (TBD)

![Advisory Committee on Equity logo] ![Ottawa-Carleton District School Board logo]

Motion and Action Tracker

Meeting Date	Motion/Actions from matters arising from meeting	Responsibility	Follow up/Action	Status	Completed
September 2015	Equity Lens on Data Collection to understand demographics of early school leavers	J. Lawrence	Research team invited to meet with ACE's Research Committee	On-going	
			Research team invited to share information with ACE		
May 2016	Motion for Expanded Disaggregated Data **ACE recommends that data be collected and disaggregated to include racialized backgrounds to better understand and to ensure the supports are in place for students who could potentially disengage and subsequently leave school early, be suspended or expelled**	D. Baker	Discuss with Senior Team	Superintendent Baker provided update on forthcoming Ministry report which would help to inform Ministry directions in respond to given the conversations taking place across the province.	
		Harvey Brown	Shared with Trustees in Ace's annual report	On-going	

September 2016	Equity Lens on Data Collection to support Graduation rates	Jacqueline Lawrence	Shared information with Research Team who then attended ACE meeting to discuss Achievement Report results	On=going
March 2017	Educators' DEI Knowledge capacity to address world issues in classrooms	Jacqueline Lawrence	Long range planning	
April 2017	**That the Ottawa Carleton District School Board (OCDSB), undertake a qualitative study to collect data on students, parents, staff and other stakeholders' experiences of racism in the OCDSB, which will become part of the evidence-base for addressing racism.**	Superintendent Baker	Shared information with senior team	Student voice shared in May 2018 Date with Diversity OCDSB hosted its 1st Black Youth Conference in May 2018 to provide spaces for black youth to share their lived experiences. Collation of stories will be shared in the coming months. ==Data collection process will include community==

				voice to gather qualitative information.	
		Harvey Brown	Shared with Trustees in 2016-17 Annual Report		
September 2017	Update on Report 17-074, Eastern Area Accommodation Review: Proposed Plan to Monitor Impact on Student Achievement and Well-being	Superintendent Baker	We can follow up to see which principal may wish to join us to share the experiences of the students to date		
	Indigenous Education Advisory Council	Superintendent Baker	Updated information provided in October meeting and Policy came to ACE for consultation in May 2018		Completed
	OCDSB hiring page missing OCDSB's commitment to building a representative workforce	Jacqueline Lawrence	Discussed with Superintendent of Human Resources and worked with HR team and communications to include equity statement in addition to tag line on job notices		Completed
April 2018	OCDSB Hiring Practices to build a representative workforce	Jacqueline Lawrence	Invitation to Human Resources Superintendent for 2018-2019 meeting		

May 2018	Listening and building capacity	Jacqueline Lawrence	Long range planning		
	Panel discussion with teachers to share their lived experiences	Jacqueline Lawrence	Long range planning		
September 2018	Motion clarification	D. Baker, N. Guthrie, J. Lawrence	Text reviewed to be shared in October meeting	<mark>See April 17th matters arising from minutes</mark>	Completed
	Equity Lens on Consultation	J. Lawrence	TBC		
	Follow up regarding how the Board can investigate antidotal evidence that indicate high suspension rates of black students	D. Baker J. Oracheski	TBC		
	Community stories	ACE members			
	Technology to enhance attendance at ACE Meetings	J. Lawrence			Completed
	Organizational Chart	D. Baker			

COMMITTEE OF THE WHOLE (PUBLIC)   **4 February 2019**
Report No. 19-019

Identity Based Data Collection

Key Contact: Michele Giroux, Executive Officer (Corporate Services),
613-596-8211 ext. 8381
Dorothy Baker, Superintendent of Curriculum Services

PURPOSE:

1.   To provide an overview of the plan for the collection and reporting of identity-based data.

CONTEXT:

2.   The OCDSB has a strong commitment to improving equity of access and opportunity for all students. In 2011, the OCDSB undertook a comprehensive student survey and our community has expressed strong interest in formalizing a process for the ongoing collection of identity based data as a tool to better understand and eliminate systemic barriers. Recent changes to provincial legislation and the introduction of the Ministry of Education Equity Action Plan have provided a framework for school districts to move forward with this work. The OCDSB is one of a small number of school districts working with the Education Equity Secretariat to plan for identity-based data collection. The OCDSB submitted a proposal in 2018 and received funding for this project.

KEY CONSIDERATIONS:

Legislative and Policy Framework
3.   In 2017, the Province enacted the Anti-Racism Act. The Act seeks to eliminate systemic racism and advance racial equity supports. The Act specifically acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The Act applies to all provincially-funded institutions and was accompanied by 'Data Standards for the Identification and Monitoring of Systemic Racism', which establishes standards for the collection of identity-based data by public sector institutions in Ontario. Appendix A provides a summary overview of the Data Standards.

In May 2018, the Ministry of Education released the Ontario Education Equity Action Plan, which outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms. The Equity Action Plan has four main areas:
- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Data Collection, Integration and Reporting
- Organizational Culture Change

Work is planned or underway in all of these areas, but the focus of this report is on the collection, integration and reporting of data.

Planning for Data Collection – Qualitative and Quantitative
4.   The vital role that equity and inclusion play in improving student achievement and well-being, reducing achievement gaps and increasing public confidence in public education is clear. To make progress, we must understand who our students are and what their school experience has been. This requires the collection of both perceptual and demographic data. While the Data Standards focus on four groups (Indigenous, Black, Jewish and Islamic), the OCDSB has taken a more inclusive approach and also believes that the collection of identity-based data must also allow us to address issues and challenges of the lived experiences of other communities including LGBTQQ+, South East Asian, socio-economically disadvantaged, and disabled (AODA) and newcomers.

Grant Proposal and Funding
5.   The OCDSB has received funding through the Education Equity Secretariat to build capacity in preparation for the collection, analysis and use of identity-based data. The grant proposal identified the need to undertake some readiness work on our technology infrastructure, as well as a series of focus groups with students, staff and community members to better understand their lived experiences and their perspective on how the collection of identity-based data might help to identify strategies to overcome barriers. Unfortunately, funding was not approved for the much needed infrastructure work, but was approved to cover some of the staffing costs associated with planning and undertaking focus groups.

Focus Groups
6.   The project funding proposal includes the launch of focus groups designed to learn more about the lived experiences and issues that are of most concern to communities or groups that may experience systemic bias and barriers. Focus group sessions can help to inform our understanding of the realities experienced by social identity groups in our communities. The design and structure of focus groups will be varied and responsive, and will include input from our community partners.

The Advisory Committee on Equity plays an important role in offering input and insight into how the District approaches this work. In addition, staff will be working with the Indigenous Education Advisory Council to assist in understanding community needs, building relationship and the sense of trust necessary to undertake this important work.

Reporting our Findings

7.   An important part of our work will be acknowledging what we heard. This includes acknowledging the participation and support of groups and individuals as well as reporting out on our findings and the impact on our work going forward. The format and nature of reporting will be an area of discussion with our partner agencies, our facilitators and our focus group participants. At this time, we anticipate that the reporting out would occur prior to the end of September 2019.

Collection of Identity-Based Data

8.   In the fall of 2019, the District will undertake the collection of voluntary demographic and perceptual data. Once collected, this data will allow for the analysis of trends and patterns in representation of various aspects of school life: learning experience, engagement experience, achievement experience, and social experience.

The District currently reports on a range of student data, such as program enrolment, graduation rates, special education supports, suspensions and expulsions. Identity-based data will enhance the District's capacity to understand areas of strength and need for particular student populations.

The specific analyses and uses of the data will need to be identified prior to the data collection process. In addition, the Data Standards include provisions for calculating racial disparities and disproportionalities indices. This is an area that requires further study and a more detailed understanding of the Data Standards and how we approach this work.

At this time, it is anticipated that reporting using identity-based data will become available for the 2020 Annual Student Achievement Report.

Major project timelines are summarized as follows:

Build Staff Capacity	September 2018 – June 2019	• Equity and bias training for senior team and other leaders; • Develop training strategy based on learning needs by role; • Review and analysis of provincial data standards; • Consideration of how identity-based data could inform other reporting and analysis; • Develop new resources and tools; • Ensure appropriate privacy framework and impact assessment in place; • Prepare for the questions that the system will ask and be asked.
Communication & Relationship Building	January – April 2019	• Provide community information about the ideas, build trust and maximize participation; • Communicate information about the data standards; • Communicate the importance and benefits of

		expanding student data to include identity-based data; • Clarify the alignment of this project with principles, guidelines and identity categories; • Work with community partners including community leaders, local organizations,youth leaders, and the community at large to build trust in the process and data collection; • Extensive outreach into different communities including discussions, information collected will be used to guide the design of our next steps; • Communicate with transparency to build confidence in the collection of data.
Stakeholder Focus Groups and Feedback	April –June 2019	• Sampling plan based on the population profile of the identified groups in our schools, organize, and host focus group sessions at schools and other community locations; • Collect input about lived experiences; • Acknowledging and capturing the diversity within our student population; • Discussion sessions aimed at identifying the issues and questions of relevance with youth; • Acknowledge and express appreciation to participants; • Develop summary of session feedback; • Report out on findings and use the collected information to guide the research design.
Survey Development and Implementation	May – November 2019	• Establish data collection protocols and code of conduct; • Ensure survey content alignment with data standards and captures important issues and relevant questions to the diverse student population; • Identify intended uses of the data; • Complete Privacy Impact Assessment; • Develop survey instrument appropriate to age; • Field test survey instrument; • Conduct Survey in November 2019.
Reporting, Analysis and Future Uses	December 2019-June 2021	Stages of reporting • Summary of data as census information – May 2020; • Incorporation of data into ASAR – November 2020; • Enhancement of existing reporting and development of new reports November 2020 – onward.

RESOURCE IMPLICATIONS:

9. In May 2018, the District received $103,000 in one-time funding through a Transfer Payment Agreement to support the work related to the focus groups. The funding request was for $146,000, but the final approval did not include the cost of a 1.0 FTE in Business and Learning Technologies for a 6 month term to undertake the data infrastructure work which was included in the application.

    At this time, the District has not received any targeted funding to support the actual collection of identity-based data. It is unclear whether special purpose grant programs will be available. The District is in the process of acquiring some additional software which could help with the data collection. However, there will be additional costs with regard to data collection, analysis, communications and professional development. These will be identified as a proposal in the 2019-2020 budget.

COMMUNICATION/CONSULTATION ISSUES:

10. Collecting personal information about race and ethnicity is very sensitive work. It is essential that all employees, consultants, involved in the collection and use of the data have a fulsome understanding of the importance, value and sensitivity of the work and the purpose of collection and use. Communication will be respectful, culturally sensitive, transparent and done in an accessible way that ensures individual privacy and confidentiality.

    Our collaboration with community partner agencies will be critical to creating a sense of community support for the focus groups which is essential to participation and building trust with the community. In the selection of facilitators, significant consideration will be given to consistency in approach and integrity to the purpose of the focus groups.

STRATEGIC LINKS:

11. Equity is a priority of the District and this initiative is a critical step in our commitment to identify and remove barriers and ensure equity of access and opportunity for all students. Our commitment to equity and the data collection work happens at the system level, but the impact on our work will be to positively impact the student experience in the classroom and at school.

GUIDING QUESTION:

- o How are we going to measure and track the organization's culture shift toward an equitable and inclusive learning environment?

Michele Giroux
Executive Officer, Corporate Services

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

Appendix A: Identity Based Data Standards

Identity Based Data Collection – Overview and Standards

- The Research, Evaluation, Analytics and Data Division is responsible for identity based data collection at the OCDSB;
- Work on identity based data is governed by the Anti-Racism Act and the Data Standards issued by the Province of Ontario for all public sector organizations. The Act seeks to eliminate systemic racism and advance racial equity supports and acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, and Jewish communities, and communities that are adversely impacted by Islamophobia.
- The Act requires the Province to set targets within 12 months of the adoption of the Act (May 2018). Such targets may inform our work/responsibilities, but are not yet available.
- The district submitted a grant application to the Education Equity Secretariat of the Ministry of Education last year. The grant application sought funding for two things – some readiness work on data infrastructure and a qualitative research project to engage in conversations with the community to better understand lived experiences in our schools regarding systemic racism. This work was considered an important first step in seeking community input to help inform thinking about how the collection of identity based data could help to overcome systemic racism.
- The grant application was initially approved by the Ministry; however, funding was delayed and only recently became available. The Division has been continuing with this work within existing resources.
- The data standards include requirements that the school board must follow; rationale for each standard; and Guidance about exemplary practices. The standards cover 7 areas- see reverse.
- The current focus of our work is capacity building in terms of understanding the data standards. Data standards 1-5 emphasize the importance of organizational planning and readiness prior to any data collection. This includes identification of organizational objectives, responsibilities, training on both anti-racism and responsibilities under the Anti-Racism Act, data governance and organizational needs assessment.
- Some organizational readiness work must occur before community consultation and some is achieved based on what is learned from the community.
- Community consultation, modelled on the grant proposal, is proposed for Spring 2019. Between now and then, staff will be working on the following:
  - Data standards knowledge and capacity building;
  - Liaison with other school districts and public sector organizations;
  - Establishing a group of community agency partners that can inform our work;
  - Work with ACE and IEAC will continue to be consulted as regular advisory bodies to the district;
- Planning and preparation for data collection would occur between March and June 2019;
- Identity Based Data Collection planned for fall of 2019; methodology to be determined (ie at registration, as a census, etc)

Overview of the Data Standards

1. Assess, Plan and Prepare
   - o Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
   - o Determine organizational priorities and resources and conduct a privacy impact assessment.
   - o Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
   - o Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
   - o Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.

2. Collect Personal Information
   - o Communicate the purpose and manner of personal information collection to clients and communities.
   - o Implement the collection of personal information based on voluntary express consent.

3. Manage and Protect Personal Information
   - o Implement processes for quality assurance and the security of personal information.
   - o Maintain and promote secure systems and processes for retaining, storing, and disposing of personal information.
   - o Limit access to and use of personal information

4. Analyse the Information Collected
   - o Calculate and interpret racial disproportionality or disparity statistics.
   - o Apply thresholds and interpret whether notable differences exist that require further analysis and/or remedial action.

5. Release of Data and Results of Analysis to the Public
   - o De-identify data sets and results of analyses before making information public, consistent with Open Government principles.
   - o Include results of racial disproportionalities or disparities in the reports to the public, along with thresholds used.

6. Support and Promote Anti-Racism Organizational Change
   - o Use information to better understand racial inequities, and to inform evidence-based decisions to remove systemic barriers and advance racial equity.
   - o Continue to monitor and evaluate progress and outcomes.
   - o Promote public education and engagement about anti-racism.

7. Participant Observer Information (POI)
   - o Plan to collect, manage and use POI with input from affected communities and stakeholders.
   - o Implement the collection of POI according to requirements for indirect collection.
   - o Have measures in place to ensure the accuracy of POI before use.