

ADVISORY COMMITTEE ON EQUITY

Thursday, September 27, 2018, 6:00 pm
Mezzanine (2nd Floor)
133 Greenbank Road

			Pages
1.	Welcome/Call to Order	20 mins	
1.1	Approval of the Agenda		
1.2	Approval of the Minutes - May 24, 2018		2
1.3	Matters Arising from the Minutes, Motion and Action Tracking		12
2.	Community Voice	15 mins	
2.1	Delegations		
3.	For Review	30 mins	
3.1	ACE's Mandate (P.008.GOV - Advisory Committee on Equity)		16
3.2	ACE Annual Report		24
3.3	Long Range Agenda Items		32
4.	For Feedback	55 mins	
4.1	Review of PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity		34
4.2	Communication Plan for Member Recruitment		
5.	For Decision	15 mins	
5.1	COW Representative		
6.	For Information	10 mins	
6.1	Board Update		
6.2	District Equity Update		
7.	New Business	5 mins	
8.	Adjournment		



REPORT NO. 5, ADVISORY COMMITTEE ON EQUITY

DATE: 24 May 2018

A meeting of the Advisory Committee on Equity was held this evening commencing at 6:20 p.m. in the Library of Lisgar Collegiate Institute, 29 Lisgar Street, Ottawa, with Harvey Brown in the Chair and the following also in attendance:

MEMBERS: Elaine Hayles, Community Representative
Cukwuemeka Ndukwe, Community Representative
Harvey Brown, Community Representative

Regrets: Jane Fylde, Joanne John, Nadine Clarke,

TRUSTEES: Chris Ellis

GUESTS: Tim Stanley, University of Ottawa
Stacey-Ann Morris, YLACC Young Leaders Advisory Council
Students: Student 1, Student 2, Darla, Alex and Maria

STAFF: Dorothy Baker, Superintendent of Curriculum Services
Jacqueline Lawrence, Equity and Diversity Coordinator
Patsy Agard, Principal, Lisgar Collegiate Institute
Carol Anne Burrows, Equity and Inclusive Education
Instructional Coach
Jody Alexander, System Vice Principal Indigenous Education
David Sutton, OCDSB
Jimmy Pai, OCDSB

1. Call to Order

Chair Brown called the meeting to order at 6:17 p.m.

2. Approval of Agenda

Moved by Elaine Hayles,
THAT the agenda be approved.

Trustee Ellis requested that the appointment of an ACE representative to Committee of the Whole be added to the agenda.

**Moved by Elaine Hayles,
THAT the agenda be approved as amended.**

- CARRIED -

3. Review of Advisory Committee on Equity Reports

a. Report 4, 26 April 2018

**Moved by Elaine Hayles,
THAT Advisory Committee on Equity Report 4, dated 26 April 2018, be received.**

- CARRIED -

4. Student Engagement: Student Voice in the OCDSB

Diversity Coordinator Lawrence and Superintendent Baker welcomed students from the Rainbow Youth Forum, the Indigenous Youth Symposium and the Black Youth Conference to share their lived experiences and what these spaces have provided for them. The students then answered questions from committee members.

Rainbow Youth Forum (Student 1 and Student 2)

- The Rainbow Youth Forum (RYF) was held on 9 November 2017;
- The RYF is celebration of diversity and is a day for students grade 9-12, staff and community to learn together. The RYF encourages safe and inclusive school environments by providing an opportunity to enhance knowledge and awareness about equity and diversity issues;
- Workshops and presentations build knowledge and understanding of sexual orientation, gender identity, and gender expression, as well as homophobia, biphobia, and transphobia.
- The RYF is held in collaboration between the OCDSB and the Rainbow Service Provider's Network, which is a network of community agencies who promote inclusive services for Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Two- Spirit (LGBTQ2S+) youth;
- Community member bring together LGBTQ2S+ youth to learn and share from each other's experiences;
- The RYF helps build capacity for LGBTQ2S+ youth to advocate within their schools
- LGBTQ2S+ students are still not getting the support they need in the community and the school;

- Trans students do not see themselves represented in school spaces;
- Student 1, a trans male, commented on the importance of the RYF as a place he could speak openly about his transition and become more comfortable with his true self both physically and emotionally;
- Student 1 noted that coming out was difficult and that there is a lot of fear, and misunderstanding from a lack of education; and
- Student 1 expressed the view that the RYF was one of the best events he has ever experienced. He was made to feel comfortable, relaxed and welcomed.

Indigenous Youth Symposium (Darla)

- The District hosted the second Indigenous Youth Symposium on 23 March 2018. The goal of the symposium is to instill “Pride in Indigenous Identity & Collect Student Voice” to drive student instruction District-wide.
- Students from schools across the OCDSB participated in the symposium. Students listened to Keynote Speaker, Cody Coyote. They also enjoyed a performance from this dynamic role model. Cody shared his powerful message of resilience with District students.
- Students attend the keynote session then move to smaller breakout sessions offered by various Indigenous community partners including, Prairie Fire, Josh Lewis, Gabrielle Fayant, Justin Holness, Charlotte Qamaniq, Celina Cada-Matasawagon and Sally Webster. Students also participated in sharing circles where they discussed their needs in classrooms, schools and the District.
- Kiosks were set up featuring various community agencies that support students and families including: Wabano Wellness Center, Métis Nation of Ontario, Odawa Friendship Centre, Kagita Mikam, Minwaashin Lodge, and Ottawa Inuit Children’s Center
- The Indigenous Youth Symposium provided the indigenous students in the District a chance to meet each other, form bonds and listen and learn from one another;
- Workshops included powwow dancing, Inuit games, and smudging;
- A video booth was setup to capture student voice. Through the video booth students felt they were heard and that their views mattered;
- Students leave the forum and bring back the learning to their schools; and
- Vice-Principal Alexander noted that often urban Indigenous youth feel a disconnection to the land and a disconnection in general. The symposium provides them with an opportunity to connect with other indigenous student. The knowledge that they are not alone is important.

Black Youth Conference (Alex, Maria)

- The District’s first Black Youth Conference was held on 14 May 2018;

- The idea for the event evolved from the students of 6 District high schools who had been brought together to share their experiences with one another;
- During the planning the students were able to meet and network with other black students who have had similar lived experiences;
- The conference provided the students with an opportunity to listen and learn about each other and to hear their stories;
- The conference was entitled “A Day in the Life of a Black Student” and explored topics that were important to the black students; and
- The students were supported by the community. Black students who had graduated from District schools attended to provide their support and advice, Adrian Harewood from CBC attended to speak to the students as well as other successful leaders from the black community.

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

- Trustee Ellis commented that he participated in the Black Youth Conference. He thanked the students for helping him understand the barriers faced by black students. He noted the students were articulate and well-informed and that the District must continue to listen to the students in order to better serve them;
- Student 1 advised that there needs to be more bullying prevention initiatives with an emphasis on education and awareness of trans, indigenous and black students beginning in kindergarten;
- Student 2 noted that a shift needs to occur from a reactive approach to a dynamic one that is focussed on inclusion from early years;
- In response to a query from Trustee Ellis regarding bullying, the students noted that it is often difficult to speak to teachers and staff to explain the bullying. Student 1 noted that some teachers have indicated that their confidence is a safe space through positivity stickers. Teachers must let their students know they are available and that discussions with teachers, friends and guidance councillors are important;
- In response to a query from Mr. Mak regarding a wish list for kindergarten teachers, Student 2 noted that conversations with parents are important. Books and other resources about transgender are available. It is important to avoid gender segregated activities, and heavily gendering language;
- Vice-Principal Alexander expressed the view that peer to peer bullying continues to be an issue in schools. Teachers and staff can unknowingly perpetuate ideas that otherness is not the norm and it is therefore important to make a systemic change;
- Student 1 noted that teachers often subconsciously relate in gender specific terms. She confronted a teacher about a boys’ versus girls’ competition and they had not intentionally made the suggestion but reacted in a positive way and offered other, more inclusive approaches thereafter. Student 1 noted that

- talking to teachers can help improve and build respect for gender, sexuality, colour and culture;
- Vice-Principal Alexander noted that a report on the Indigenous Youth Forum will be provided to COW in June 2018. A video from the forum was also prepared;
 - Superintendent Baker noted that the Rainbow Youth forum collects feedback through exit outcome cards. There is follow-up in schools after the event to note whether or not educators and administrators have witnessed a difference. Many of the observations are reported within the Measurement Report on Equity;
 - The Black Youth Conference was planned, organized and run entirely by the students. Many teachers and superintendents participated and made notes on what they heard. Student 1 noted that the school clubs are great but that communication regarding the clubs must be improved to broaden student participation. She noted the value of hearing peer journeys at the Rainbow Youth Forum;
 - Maria expressed the view that student voice is important, the Black Youth Conference could have been enhanced by hearing more adults discuss their experiences of living as a black person in Canada;
 - Instructional Coach Burrows advised that it is important for youth to hear stories of excellence from the adults of their respective communities. Student 2 added that more outside achievers should be brought into the schools. She noted that this can help shift the burden from teachers who may be uncomfortable with the subject matter and help ensure schools have the capacity to do the education work;
 - In response to a query from Mr. Sutton regarding recommendations to address issues within the District, the student noted the following:
 - The curriculum must be more inclusive and less white;
 - The history of residential schools needs to be explored and taught to every student;
 - Sex education needs to be expanded to include safety in same sex relationships;
 - Gender neutral washrooms are a necessity;
 - New teachers need to be educated and updated resources provided for them; context of lived experiences; knowledge of service providers, knowledge of human rights code;
 - More teachers of colour, sexuality and culture;
 - Dr. Stanley commended the courage of the students. He suggested that the language around bullying needs to shift and focus on violence as that is what bullying is. Physical assault must not be tolerated and comfort and support for the victims is required;
 - Dr. Stanley expressed the view that the forums are too late in the year for there to be meaningful change and positive responses. The Forums are an opportunity for teachers professional development hosting them earlier in the

- school year can help build and change the culture within the school and across the District;
- Student 1 commented that as a victim of bullying and violence that staff within the schools are ill-equipped to deal with the situations. He encouraged more professional development which would include victim support and comfort;
 - Maria expressed the view that the problem with bullying in schools is that the systemic root cause is not examined or dealt with;
 - In response to a query from Principal Agar regarding what the students would want their school to know about them, the students responded:
 - Each Indigenous person is different, each Indigenous culture is different, Indigenous people are not all the same;
 - The narrative around transgender is consistently harmful. Trans people are brilliant and powerful and the language needs to come from a place of empowerment;
 - Smart, educated black kids are not a needle in the haystack.
 - Maria noted that often as a black student the United States is used as a scapegoat and there is a general feeling that Canada is better. She noted that it is just not as bad and that all Canadians must take responsibility for the issues of racial discrimination that do exist in Canada;
 - Chair Brown commented on the similarity and commonality of all three groups on the panel. He commended the students for their efforts in pushing back against systems not built to support them; and
 - Diversity Coordinator Lawrence thanked all the students for their time and their important stories. She also thanked Ms. Hayles for the suggestion for the panel discussion of student voice.

5. Introduction to the Policy P.140.GOV Indigenous Education Advisory Council

Your Committee had before it Report 18-023 seeking input on the preliminary draft policy for the creation of an Indigenous Education Advisory Council (IEAC).

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

- Superintendent Baker acknowledged that the ACE meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land;
- It is expected that the IEAC will operate differently than the other advisory committees of the Board. The formal ways of the District may not apply to the Council. The Council must be formed and its business conducted in a way that makes sense to the Indigenous community;
- The District is working towards achieving the components outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework*;
- Through the IEAC, stakeholders will have an ongoing mechanism to provide input and guidance for Indigenous education within the District;

- The Indigenous Education Advisory Council's mandate would include:
 - To provide advice and input to the Board Action Plan for Indigenous education;
 - To provide strategic advice on implementing the truth and reconciliation calls to action;
 - To assist the Board in its commitment to provide an equitable and inclusive education and work environment for Indigenous students and staff; and
 - To advise the Board of Trustees on any issue affecting Indigenous students' learning and well-being;
- The IEAC would be comprised of six (6) voting members of the First Nations, Métis, and Inuit communities and up to four (4) non-voting members including a trustee, Indigenous education lead, superintendent and, where possible, an Indigenous student;
- Indigenous parents, traditional knowledge keepers, elders, senators and partners have been informally consulted regarding the purpose and intent of the policy. The partners will remain an integral part of the District's formal consultation process involving the broader community;
- Every school board in the province is encouraged to create an IEAC;
- The Ottawa Indigenous community is large and vibrant and has expressed significant interest in the IEAC. There is unlikely to be an issue with meeting the composition requirements as defined in the draft Policy P.140.GOV. The IEAC will provide Indigenous parents, elders, and knowledge keepers an opportunity to play a pivotal role in their children's education;
- Dr. Stanley noted that rules of order are colonial concepts. He recommended that the IEAC start with decision making and ensure all voices are heard. He expressed the view that priority be given to the Algonquin nation;
- Mr. Mak expressed the view that section 4.1 of the policy is inclusive and encourages participation;
- Diversity Coordinator Lawrence noted that the policy guiding the formation of all advisory committees need to be reviewed through an equity lens;
- Trustee Olsen Harper expressed the view that the presentation of an annual report to the Board is inadequate. She added that the policy should have a mechanism for the IEAC to speak to the Board and specify the format;
- Ms. Hayles expressed the view that there should be more student members;
- Ms. Hayles stressed the importance of providing administrative support for the IEAC and all advisory committees of the Board;
- Mr. Sutton noted that a thorough review of Policy [P.065.GOV](#) Advisory Committees to the Board through an equity lens is required;
- Mr. Sutton queried whether or not resources will be provided to the IEAC to ensure they are able to achieve their mandate;
- Members queried the age requirements for the IEAC student members. Superintendent Baker noted that the mandate for the IEAC is Indigenous student's kindergarten to grade 12. She added that the IEAC should consider student representation from grade 7 and up;

- Mr. Sutton noted that the age of the students is important and that the research indicates Indigenous student engagement drops in grade 6; and
- In response to a query from Dr. Stanley on who decides who is Indigenous, Superintendent Baker noted that in the District, students self-identify. Dr. Stanley expressed the view that the District may want to have a requirement in the policy requesting a letter of support from a Knowledge Keeper or Elder as a way of validating whether or not a member is Indigenous. Superintendent Baker noted that she will pose this question to community Elders.

6. ACE Annual Report

Diversity Coordinator Lawrence noted that she is preparing the first draft of the ACE 2017-2018 Annual Report. She encouraged the member to provide her with feedback and input on next steps for ACE. The report will focus on the policy process undertaken this past year as well as the implications of the new Equity Education Action Plan.

7. ACE Representative to Committee of the Whole

Trustee Ellis noted that the Board had voted to provide ACE with non-voting membership at Committee of the Whole (COW) and Committee of the Whole Budget. ACE must now determine who the representative and the alternate.

Diversity Coordinator Lawrence noted that not all of the members are present. She indicated that she would provide the members with a list of upcoming COW meeting dates and urge members to attend so that they may consider whether or not they would stand for appointment. The appointment of a representative and the alternate will be added to the first ACE meeting of the 2018-2019 school year.

8. Roundtable

During a roundtable discussion the following points were noted:

- Superintendent Baker thanked Principal Agar for hosting ACE and the students who spoke on the panel;
- Diversity Coordinator Lawrence noted that the Date with Diversity was held on 8 May 2018. She thanked ACE members for their participation and noted the event was well attended and featured student voice;
- Mr. Sutton wished to thank all members of ACE for their work this past year. He noted that the work of ACE is important and will help all students in the District;
- Trustee Ellis expressed his thanks to all members for their work. He noted that having a seat at the COW table should bring a new energy to the

- committee. He added that ACE will now have more opportunities to have their voice heard and can make a positive impact;
- Mr. Pai wished to add a discussion item to a future agenda entitled listening and building capacity. He expressed the view that a panel discussion with teachers would be of value for the members; and
 - Trustee Olsen Harper noted that the Special Education Advisory Committee had also discussed the IEAC and had some positive feedback on the policy. She added that she is excited about the work of the IEAC and improving the graduation rate for Indigenous students.

9. Adjournment

The meeting adjourned at 8:25 pm.

Harvey Brown, Chair (acting)
Advisory Committee on Equity



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	Equity Lens on Data Collection to support	Jacqueline	Shared information	On-going	

133 GREENBANK ROAD, OTTAWA, ONTARIO K2H 6L3

Tel: (613) 721-1820 Fax: (613) 820-6968 24-Hour Automated Information Line (613) 596-8222

Website: www.ocdsb.ca, and/or <http://ocdsb-seac.org/>



2016	Graduation rates	Lawrence	with Research Team who then attended ACE meeting to discuss Achievement Report results		
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 1 st 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.	



		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	Jacqueline	Invitation to Human		



	representative workforce	Lawrence	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		



POLICY P.008.GOV
TITLE: ADVISORY COMMITTEE ON EQUITY
Date issued: 30 January 1998
Revised: 24 April 2018
Authorization: Board 19 January 1998

1.0 OBJECTIVE

- 1.1 To establish an Advisory Committee on Equity (ACE) to advise the Board of Trustees in fulfilling its commitment to provide an equitable and inclusive educational and work environment which supports student achievement and well-being.

2.0 DEFINITIONS

- 2.1 **Board** means Board of Trustees.
- 2.2 **Community Agencies or organizations** mean entities focused on serving youth and families with a diversity, equity, low income or inclusion lens.
- 2.3 **Community groups or associations** mean groups representative of communities that experience systemic barriers and marginalization.
- 2.4 **Creed** means a religious or non-religious belief system that influences a person's identity, worldview and way of life. A creed:
- (a) is sincerely, freely and deeply held;
 - (b) integrally linked to a person's identity, self-definition and fulfillment;
 - (c) is a particular and comprehensive, overarching system of belief that governs one's conduct and practices;
 - (d) addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence; and
 - (e) has some "nexus" or connection to an organization that professes a shared system of belief.

According to the Human Rights Code, creed includes the spiritual beliefs and practices of indigenous cultures.

- 2.5 **Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, creed, sex, sexual orientation, and socio-economic status.
- 2.6 **District** means the Ottawa-Carleton District School Board (OCDSB).
- 2.7 **Equity** goes beyond treating people the same and takes into account their individual needs and differences.
- 2.8 **Inclusive Education** refers to education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
- 2.9 **LGBTQ2S+** means Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, Two-Spirit, and additional sexual and gender identities.
- 2.10 **School Community** refers to students, parents/guardians, trustees, staff, contractors and service providers, volunteers and community members.
- 2.11 **Systemic barriers** are policies, practices or procedures that result in some people or groups of people receiving unequal access and/or outcomes or being excluded.

3.0 POLICY

Terms of Reference

- 3.1 The Advisory Committee on Equity shall:
 - (a) provide strategic policy and program advice and/or recommendations on matters of diversity which support equitable education access and outcomes, student learning and well-being, and the development of citizenship;
 - (b) advise the Board of Trustees on the review, development, implementation, and monitoring of all policies and its equity strategy and programs;
 - (c) advise the Board of Trustees on the identification and elimination of systemic barriers to providing bias-aware education, including power dynamics, discrimination and marginalization that may impact the lived experience of members of the school community;
 - (d) liaise with community stakeholders by actively engaging parents and community partners to help create and sustain a safe and inclusive learning environment; and
 - (e) advise the Board on potential budget implications that may help or hinder its commitment to foster equitable and inclusive education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Committee shall be comprised of up to 19 members, including eleven (11) voting members and up to eight (8) non-voting members.
- 4.2 The eleven (11) voting members shall include:
- (a) four (4) individual members; and
 - (b) seven (7) community members representative of community organizations, agencies, groups and/or associations.
- 4.3 The non-voting members shall include:
- (a) up to two (2) Trustees as appointed by the Board of Trustees;
 - (b) one (1) Superintendent of Instruction or designate;
 - (c) one (1) Diversity & Equity Coordinator;
- and may include:
- (d) one (1) representative appointed by the Student Senate;
 - (e) one (1) representative appointed by Ottawa-Carleton Elementary Teachers' Federation;
 - (f) one (1) representative appointed by Ontario Secondary School Teachers' Federation; and
 - (g) one (1) representative of a local post-secondary institution.
- 4.4 Additional employees of the District may be invited to attend, participate, and act as a resource to the Committee in a non-voting and non-membership capacity, as determined on an as needed basis.

Membership Criteria

- 4.5 All applicants to the Committee shall have a strong interest in and commitment to student achievement and well-being and have:
- (a) knowledge and understanding of the link between equity and inclusive education;
 - (b) the ability to work effectively and collaboratively with representatives from various communities who may have diverse opinions and perspectives;
 - (c) tact, diplomacy and a respect for others;
 - (d) an enthusiastic approach and ability to motivate and support others; and

- (e) the ability and willingness to attend meetings during the school year.
- 4.6 Every effort shall be made to ensure that the four (4) individual members are:
- (a) parents/guardians with children enrolled in the OCDSB who represent the diverse demographic composition of the District; and/or
 - (b) members of the following identities:
 - (i) Creed-based;
 - (ii) Disability (e.g., physical, mental, and learning disabilities);
 - (iii) First Nations, Métis or Inuit;
 - (iv) Immigrants and newcomers to Canada;
 - (v) LGBTQ2S+ ; and/or
 - (vi) Racialized Groups.
- 4.7 Community organizations, agencies, groups and/or associations seeking membership on ACE shall be representative of communities experiencing systemic barriers and marginalization, and have diversity, equity and inclusion-centered mandate. These may include, but are not limited to the following:
- (a) Association of Community Organizations for Reform Now (ACORN);
 - (b) Children's Aid Society;
 - (c) Coalition of Community Health and Resource Centers of Ottawa;
 - (d) Family Services Ottawa;
 - (e) Lebanese and Arab Social Services Agency;
 - (f) Ottawa Chinese Community Service Center;
 - (g) Ottawa Community Immigrant Services Organization (OCISO);
 - (h) Ottawa Local Immigration Partnership (OLIP);
 - (i) Ottawa Police Service;
 - (j) Pathways to Education;
 - (k) Rainbow Alliance arc-en-ciel;
 - (l) Somali Center For Family Services;

- (m) Wabano Centre for Aboriginal Health ; and/or
- (n) Youth Services Bureau.

This list may be changed or expanded to reflect the District's demographic composition and its equity and inclusive education priorities.

Term of Office

- 4.8 The term of office for a voting member of the Committee shall be two (2) years beginning December 1.
- 4.9 Individual members may serve for no more than two (2) consecutive terms of office.
- 4.10 Community organizations or agencies may serve multiple consecutive terms but an individual representative of the organization or agency may serve for no more than two (2) consecutive terms of office.
- 4.11 Non-voting members are determined annually.

Appointment of Members

- 4.12 The Committee shall elect a Chair and a Vice Chair from amongst its eleven (11) voting members.
- 4.13 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.
- 4.14 The Membership Sub-Committee shall ensure that the voting members are selected using a fair and equitable process.
- 4.15 The Membership Sub-Committee shall,
 - (a) post a notice inviting applications for appointment of individual members;
 - (b) identify community agencies, organizations, groups or associations that meet the criteria stipulated in section 4.7 of this policy and best meet the needs of the Committee;
 - (c) invite identified community agencies, organizations, groups or associations to put forward the names of a representative and an alternate; and
 - (d) submit a recommendation to the Committee for the appointment of new members.

Vacancies

- 4.16 A vacancy in the membership of the Committee does not prevent the Committee from delivering on its mandate.
- 4.17 A member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice.
- 4.18 In the event that a voting-member vacates their position during the appointed term, the Committee may fill the position for the remainder of the term.
- 4.19 To replace a non-voting member, the Board, Student Senate or the District shall appoint another individual to the position. Where the non-voting member is a Trustee, the Board of Trustees shall make the appointment.

Roles and Responsibilities of Members

- 4.20 All members of the Committee shall:
 - (a) demonstrate a commitment to diversity, equity and inclusive education in the work of the Committee and the District;
 - (b) attend and productively participate in Committee meetings;
 - (c) review all relevant material prior to the Committee meetings;
 - (d) participate in Committee and sub-committees work (as required);
 - (e) provide equity-focused input/feedback when they represent ACE at special meetings of the Board, Ad-Hoc or Advisory Committees; and
 - (f) bring to the attention of the Committee any issues related to its mission as stipulated in provision 3.1 of this policy.
- 4.21 In addition to the above, community agencies, organizations, groups and/or associations, and the student senator shall act as a liaison between ACE and their respective community groups or organizations.
- 4.22 Community agencies, organizations, groups and/or associations with membership on the Committee shall appoint a representative and an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 4.23 The Chair shall:
 - (a) plan the agenda in consultation with the Superintendent;
 - (b) preside over the Committee meetings;

- (c) act as a spokesperson and representative for the Committee in communicating with the Director of Education, Board of Trustees and the public;
 - (d) review the minutes before they are circulated to members; and
 - (e) share information and reports received from various stakeholders with the District, e.g., community organizations, individuals representing affected groups, etc.
- 4.24 The Vice Chair shall assume the roles and responsibilities of the Chair in the event of their absence.
- 4.25 The Secretary shall:
- (a) keep and maintain all records and property of the Committee including but not limited to records of minutes and reports of the Committee;
 - (b) distribute Agendas and Minutes of all meetings to Board Services and committee members at least five (5) business days prior to the next meeting; and
 - (c) ensure the minutes are provided to Board Services for distribution to the Board of Trustees and for posting on the District website.

Meetings

- 4.26 The Committee shall meet at least six (6) times in each school year.
- 4.27 All meetings of the Committee will be open to the public and be held at a location that is accessible to the public.
- 4.28 The Committee shall welcome and encourage the participation of the public at the discretion of the Chair.
- 4.29 The rules of order for the conduct of meetings shall be consistent with the OCDSB By-Laws and Standing Rules.
- 4.30 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.
- 4.31 A member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting.

Quorum

- 4.32 A meeting of the Committee achieves quorum when a majority of voting members are present. Majority is defined as fifty (50) percent plus one (1).

Voting

- 4.33 Each voting member is entitled to one (1) vote.
- 4.34 Non-voting members of the Committee shall have all the rights and obligations of voting members except for moving, seconding and voting on a motion, and counting for quorum.

Sub-committees

- 4.35 The Committee may establish sub-committees as it deems appropriate to the achievement of its mandate. Sub-committees may include voting and non-voting members and non-members.

Reporting

- 4.36 The Committee shall provide an annual report to the Board of Trustees which summarizes its activities and achievements during the past year and its plans for the upcoming year.
- 4.37 The Director of Education shall have the authority to establish procedures that are consistent with this policy.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario's Equity Action Plan , 2017

Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools", June 24, 2009

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009

OCDSB By-Laws and Standing Rules

Board Policy: P.001.GOV: Policy Development and Management

Board Policy P.010.GOV: Community Involvement on Board Standing Committees

Board Policy P.018.GOV: Electronic Meetings of the Board and Committees

Board Policy P.048.GOV: Board Guiding Principles

Board Policy P.065: Advisory Committees to the Board

Board Policy P.086.CUR Religious Accommodation

Board Policy P.098.CUR: Equity and Inclusive Education



ANNUAL REPORT FOR THE YEAR 2017-18

**Presented to the Committee of the Whole of the
Ottawa-Carleton District School Board**

June 5, 2018

Introduction

The September 2017 launch of the Education Equity Action Plan reinforced the central role that equity plays in Ontario's public education system. The plan "creates a path to identify and eliminate discriminatory practices, systemic barriers and bias from schools and classrooms. And, as such, allow the ministry to better support the achievement and well-being of all students". This path is in alignment with the Advisory Committee on Equity's (ACE) mandate to advise the Board of Trustees on the review, development, implementation and monitoring of all policies that support student achievement and well-being through a diversity, equity and inclusive education lens, including its engagement with communities.

In 2017-2018, were several changes that occurred in our membership. Firstly, Trustee Anita Olsen Harper completed her term as Trustee representative with ACE, and we welcomed Trustee Erica Braunovan in her new assigned role. Secondly, we welcomed back Trustee Olsen Harper to the table in her new role as the SEAC representative. Thirdly, the committee welcomed Stacey-Ann Morris from Young Leaders Advisory Council, Leslie Giddings from the Spiritual Care Group I Schools and Lisa Montroy from family Services Ottawa. And, lastly, after being at the helm and guiding ACE to strengthen community engagement to ensure diverse voices at the table as well as to provide strategic directions through a diversity, equity and inclusive education lens, Harvey Brown stepped down as Chair of the committee. Under his leadership, ACE expanded its membership base, originated the Excellence in Equity Awards, became a founding partner of A Date with Diversity and was relentless in the call for disaggregation of identity based data to inform policies, programs and practices to support student success and well-being. We were excited with Joanne John's commitment to serve as the interim Chair to support ACE to complete its policy revisions. Both Dr. Olsen Harper and Mr. Brown were acknowledged and thanked for their invaluable contributions.

2017-18 Priorities & Achievements

In 2017-18, the major focus for ACE was the revision of its policy and understanding the Equity Action Plan's alignment with the district's Equity objectives and ACE's strategic focus areas. The committee was also able to provide feedback on OCDSB's Budget Process and Policy [P.140.GOV](https://p140.gov.on.ca) Indigenous Education Advisory Council. In addition, its 2017-18 engagement focus was on student voice. As a result, student representatives

from the Rainbow Youth Forum, the Indigenous Youth Symposium and the Black Youth Conference were invited to share their lived experiences in the OCDSB, and, the opportunities provided to voice these experiences and the impact on their academic success and well-being.

Policy P. 008.GOV – Advisory Committee on Equity

During most meetings from September to March, the committee focused on revising P.008.GOV. ACE initiated this review to expand its membership base to embrace and reflect a broader representation of diverse voices within the OCDSB community, and, to strengthen its infrastructure to support this expansion and its overall effectiveness in fulfilling its mandate.

The policy was discussed at Committee of the Whole on April 3rd and passed on April 17th, 2018.

Ontario's Equity Action Plan

The Equity Action Plan “stems from the fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances.” ACE’s work is in alignment with the specific actions that are recommended to foster organizational change to ensure “...that system leaders, educators, staff and students remain committed to creating and sustaining environments that support an equitable and inclusive education system. This is a necessary condition to ensure all Ontario students feel included, respected and able to succeed”. As a result, throughout the year, various aspects of the Equity Action Plan were explored in relation to the OCDSB’s Equity Strategic goal and ACE’s three areas of focus: research, engagement and value of diverse knowledge. A summary of these conversations are provided below.

1. Research

This year, ACE continued to confidently voice their support for data collection and the critical role that it plays in identifying barriers. Similarly, the Equity Action Plan asserts that “collecting and analyzing demographic data will provide a clearer understanding of who Ontario’s students and staff are which will enable our school and system leaders to more precisely address the barriers to student success. Data to be provided on a voluntary basis will include not only race and ethnicity, but also religion, sexual orientation and gender identity. The action plan will ensure that data collection is aligned across the education sector and provide support for school board analysis. The data will be used to inform local decision making.”

ACE welcomes the mandatory and provincial focus of data collection, and the OCDSB’s role in helping to design a framework for the collection of this data. ACE is also in full support of expanding data collection beyond the following identities: gender, First Nation Metis and Inuit (FNMI), English Language Learners and students with exceptionalities.

The committee also continued to distinguish that data is not only about numbers, data also includes the stories of our students, staff, parents and community representatives. To this end, members consistently requested a status update on how its 2017 motion, that was shared with senior staff and Trustees, regarding the collection of the lived experiences of students and staff around discrimination within OCDSB schools.

2. Engagement

During its meetings, ACE continues to connect the relationship between research and school and classroom practices. Members raised questions about diversifying the curriculum to elevate the learning experience of all its students by reflecting the contributions of the full diversity of Canadians and global citizens. For example, members have quoted reports that indicate that racialized students, Indigenous students and student with disabilities are over-represented in the data on suspensions and expulsions. In addition, members have also asked questions about which students are streamed into applied programs and its impact on career pathways.

It is for these reasons that ACE welcomes the Equity Action Plan's focus on school and classroom practices, and in particular its commitment to strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources; supporting student pathway choices; addressing suspension, expulsion and exclusion rates; and, increasing parent engagement in equity and inclusive education.

In addition to exploring these issues in this year's Date with Diversity, and championing its fourth year of Excellence in Equity Awards for staff, students and community members, one meeting this year focused on learning about the Black Youth Suspension and Expulsion Project that is being managed by the Somali Centre for Family Services (SCFS). The project aims to reduce the number and length of suspensions and expulsions of Black students.

During this conversation, the presenter noted that the program also aims to discover underlying issues, learn more about discrimination and strengthen relationships with students, teachers, and parents. To date, many of the families utilizing the program are new immigrants and there is often a lack of understanding of the system and language barriers which can exacerbate matters. As well, some of these cases go beyond difficulty in communication and result in the suspension of Black students. ACE members shared that the total number of suspensions and expulsions along with accompanying demographics and reasons would be of interest. And, the presenter shared that any statistics collected during the program would be shared with school boards.

ACE also continued to listen for ways to expand their engagement with parents, students and community members. This year, committee members mobilized delegations from the Black community to present their issues and concerns before the Committee of the Whole. The delegations called upon the OCDSB to:

- recognize the United Nations International Decade of People of African Descent;
- collect and disaggregate data and, highlighted the importance of ensuring that members from the Black community are involved in the establishment of data collection processes when the District is prepared to proceed with the proposed initiative;
- publically address concerns around the building of a new and larger jail in the Ottawa area given members of the Black community's concern about the disproportionate number of Black boys who leave school and end up in jail (often referred to as the school to prison pipeline); and,
- establish an "equity office" and expand its current staff to include an "equity and human rights officer".

ACE is pleased that the recognition of the United Nations International Decade of People of African Descent was passed by the Committee of the Whole on Tuesday, May 15th, 2018. ACE looks forward to seeing how it can support the OCDSB to bring to life this declaration.

During the meeting following the delegation, Trustees and other community members congratulated committee members and the Black community representatives on their delegations. It was noted that the presentations and order of presentations were effective and assisted in providing the trustees with a broader understanding of the issues.

And, for the third year, ACE conducted an engagement focus session. This year the engagement focus was on student voice. To this end, representatives from the Rainbow Youth Forum, the Indigenous Youth Symposium and the Black Youth Conference pilot were invited to share their lived experiences within OCDSB schools and the impact participating in these spaces have had on their academic success and well-being. The students shared their lived experiences in terms of what they want their school to know about them, systemic challenges and what these student voice spaces have provided them. A summary of their thoughts are provided below:

What do you want your school to know about you:

- each Indigenous person is different; each culture (First Nation, Metis and Inuit) is different - not all the same culture;
- narrative around trans is always about harm; want to also tell the stories about trans who are brilliant and powerful;
- no matter the differences or similarities, we are all the same; we are flesh and bones and that connects us all; people should know these identities are only part of who I am/who we are;
- smart, educated Black kids are not a needle in the haystack - give us an opportunity
- we talk about inclusion and diversity, but don't talk about racist and other derogatory language in Canada

Systemic Challenges:

- placed in ESL class even though I speak English perfectly (racism)
- shift the burden from students to the school board to build relationship with communities in order to build the capacity to address these lived experiences
- make the curriculum more inclusive
- the problem with bullying, it does not look at the root cause, such as racism, transphobia, sexism; homophobia etc.; the problem is discrimination

Benefits gained from student focused spaces:

- incredible to have a space to meet and connect with other students who are like them, who have similar experiences like them; just want to be with people who get it;
- identify gaps and barriers, however gaps still exist in the system and support is needed to keep them going and growing
- build capacity for youth to advocate within their schools
- learned a lot about self, about my culture in workshops,
- nice to know our voices are heard;
- good to work with Black teachers to know Black teachers are not a myth - they do exist
- after hard work and positive reaction, makes me feel hopeful for next year;
- nice to see successful Black adults (community support); brought hope

3. *Value Diversity of Knowledge*

ACE's focus on valuing diversity of knowledge speaks to the capacity of OCDSB staff members to understand and value different ways of knowing, and to be able to address world issues when they appear in their learning or working environment. This knowledge capacity is in alignment with the Education Action Plan's establishment of an "equity knowledge network ... for applied education research to facilitate knowledge mobilization processes to improve education and leadership conditions and supports needed to advance equity."

As well, through the leadership, governance and human resource practices, the plan supports ACE's call for a more representative workforce "to ensure that the diversity of the teachers, staff and school system leaders in Ontario schools reflects the diversity of their students through its recruitment, hiring and promotion of educators and school and system leaders". It also includes, professional development focused on equity, inclusion and human rights. These areas in alignment with ACE's conversations around increasing the representation rates of the OCDSBs workforce to reflect the students in the schools, and how do students see themselves reflected in the curriculum.

Key Next Steps

In 2018-19 as the OCDSB continues growing equity, ACE recommends the district embarks on the following:

- establish a central equity office of equity within the district, including a superintendent whose portfolio is exclusively equity;
- prepare a district-wide Equity and Inclusive Education Strategy and Action Plan with measurable indicators for its Equity Pillar;
- identify measures to track physical and psychological safety in classrooms before and after the delivery of culturally relevant and responsive pedagogy training;
- examine hiring practices to look at the representation rates in relation to its student and parent populations; and, the equitable distribution of funds for specific positions that may arise as this year funds became available for guidance counsellors;
- explore the school to prison pipeline;
- develop a diversity, equity and inclusion lens to support the work of schools and departments;
- develop a communications strategy around equity which includes:
 - providing monthly updates to ACE around the OCDSB's commitment to collect and disaggregate identify based data to identify and eliminate systemic barriers and to ensure the supports are in place for students who could potentially disengage, experience suspensions and expulsions and subsequently leave school early;
 - capture and share stories of lived experiences of staff, students and parents across the district;
 - internal communications to staff regarding its equity plan, including opportunities for them to share the work they are doing in their schools or departments and promotion of opportunities such as the Excellence in Equity Awards
 - external communications with diverse communities and community partners about OCDSB's equity work to enhance engagement moving forward

ACE will continue to do its part to contribute by:

- strengthening its membership base to ensure diverse voices are at the table based on our newly revised policy;
- continue its community outreach forums to hear the stories to gain a better understanding of the experiences of students, staff and communities
- leveraging the knowledge and skills of non-voting members and guests through working and ad hoc groups;
- Continue to apply a diversity and inclusion lens on OCDSB policies, programs and practices.

Conclusion

A special thank you to ACE's members and community guests for their on-going commitment to contribute to the OCDSB's efforts to foster a welcoming, caring and inclusive learning and working environment. Thank you to our community members Elaine Hayles, Chukwuemeka Ndukwe, Nadine Clarke, who in addition to family, work and other priorities, continue to volunteer to attend monthly meetings. A special thank you to our community agency representatives: Jane Fjeld, Youth Services Bureau, Saadia Nuh from the Ottawa Carleton Immigration Services Organization, Lisa Montroy from Family Services Ottawa and Leslie Giddings from the Spiritual Care Group in Secondary Schools.

We are thankful to our Trustee representative Erica Braunovan. As well, we wish to recognize Trustee Dr. Anita Olsen Harper who represents SEAC, Trustees Donna Blackburn and Chris Ellis who regularly attend the meetings to provide support to the equity work that is unfolding in the OCDSB. We would be remiss if we did not acknowledge the consistent presence of the following regular guests: Professor Timothy Stanley, Bob Dawson and Stacey-Ann Morris.

And, we would like to acknowledge the ongoing support and leadership of Dorothy Baker, Superintendent of Curriculum; Jacqueline Lawrence, Diversity & Equity Coordinator; and Nicole Guthrie, Committee Coordinator.

Appendix A: ACE COMMITTEE MEMBERS AND DISTRIBUTION LIST (2017-2018)

	NAME	MEMBER AFFILIATION
1	Chukwuemeka Ndukwe	Community Rep
2	Elaine Hayles	Community Rep
3	Harvey Brown	Community Rep
4	Nadine Clarke	Community Rep
5	Joanne John	Chair, ACE
6	Jane Fjeld	Youth Services Bureau
7	Saadia Nuh	Ottawa Community Services Organization OCISO
8	Elaine Kicknosway	First Nation Community
9	Lisa Montroy	Family Services Ottawa
10	Leslie Giddings	Spiritual Care in Secondary Schools
11	Erica Braunovan	Trustee Representative to ACE
12	Donna Blackburn	Trustee
13	Chris Ellis	Trustee
14	Anita Olsen-Harper	Trustee/SEAC
15	Dorothy Baker	Superintendent of Instruction
16	Janice McCoy	Superintendent of Human Resources
17	Sherwyn Solomon	Principal, York
18	Jacqueline Lawrence	Diversity & Equity Coordinator
19	David Sutton	OCDSB
20	Nancy Henry	Aboriginal Education Instructional Coach
21	Ken Mak	OCDSB
22	Jillian Ade	OCDSB
23	Jimmy Pai	OCDSB
24	Kim Zink	OCDSB
25	Nicole Guthrie	OCDSB
26	David Wildman	OCEOTA
27	Bob Dawson	Community
28	Hindia Mohamoud	OLIP
29	Denise Deby	OLIP
30	Danaita Mehreteab	Young Leaders Advisory Council
31	Ayesha Thorne	Young Leaders Advisory Council
32	Faiza F Hass	Young Leaders Advisory Council
33	Stacey-Ann Morris	Young Leaders Advisory Council
34	Professor Timothy Stanley	University of Ottawa
35	Eldon Holder	Community Member at large
36	Professor Awad Ibrahim	Community Member at large
37	Nimao Ali	EISC of Ontario



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)



PROCEDURE PR.687.GOV

TITLE: APPOINTMENT OF VOTING MEMBERS TO THE ADVISORY COMMITTEE ON EQUITY

Date issued: XX Month 20XX

Last revised:

Authorization: Senior Staff: (XX Month 20XX) (same as Date Issued)

1.0 OBJECTIVE

To provide guidelines for the appointment of new voting members to the Advisory Committee on Equity (ACE).

2.0 DEFINITIONS

In this procedure,

- 2.1 **ACE** refers to the Advisory Committee on Equity.
- 2.2 **Board** refers to the Board of Trustees.
- 2.3 **Community Agencies or organizations** mean agencies or entities focused on serving youth and families with a diversity, equity, low income or inclusion lens.
- 2.4 **Community groups or associations** mean groups representative of communities that experience systemic barriers and marginalization.
- 2.5 **District** refers to Ottawa-Carleton District School Board.
- 2.6 **Individual Members** refer to the four (4) voting individual members of ACE.
- 2.7 **Membership Sub-Committee** refers to a sub-committee established by the ACE to fulfill its membership needs.

3.0 RESPONSIBILITY

- 3.1 The Director of Education and Secretary of the Board

4.0 PROCEDURE

- 4.1 A Membership Sub-Committee will be established to appoint new voting members to the ACE, as required.

Resource Support

- 4.2 The responsible Superintendent and the Diversity and Equity Coordinator will provide resource support to the Sub-Committee. Such support includes making arrangements for meetings, providing administrative support to the interview process, if required, and providing advice about the role and the needs of the ACE.

5.0 PROCEDURES FOR APPOINTING INDIVIDUAL MEMBERS

- 5.1 The ACE may appoint up to four (4) Individual Members as vacancies arise and recommended by the Membership Sub-Committee.

Advertising

- 5.2 Where there is a vacancy, the Membership Sub-Committee shall ensure a notice is posted inviting applications for appointment to the position of Individual Member.
- 5.3 The notice shall include:
- a) a summary of the position, including the term of office of the appointment;
 - b) the process for making an application;
 - c) the deadline for application; and
 - d) the name and contact information of the person(s) responsible for managing the process.

Applications

- 5.4 Applications will be received by the Diversity and Equity Coordinator.
- 5.5 All applicants shall submit:
- a) complete application form;
 - b) statement of interest; and
 - c) resume.

Eligibility Criteria

- 5.6 All Individual Members must meet the following eligibility criteria:
- a) have a strong interest in and commitment to student achievement and well-being and have:
 - (i) knowledge and understanding of the link between equity and inclusive education;
 - (ii) the ability to work effectively and collaboratively with representatives from various communities who may have diverse opinions and perspectives;
 - (iii) tact, diplomacy and a respect for others;
 - (iv) an enthusiastic approach and ability to motivate and support others; and
 - (v) the ability and willingness to attend meetings during the school year;

- b) be parents/guardians with children enrolled in the OCDSB; and
- c) be members of one or more of the following identities:
 - (i) Creed-based;
 - (ii) Disability (e.g. physical, mental, and learning disabilities)
 - (iii) First Nations, Metis or Inuit;
 - (iv) Immigrants and newcomers to Canada;
 - (v) LGTQ2S+; and/or
 - (vi) Racialized groups.

Application Assessment and Selection of Candidates

- 5.7 Applications will be evaluated using the ACE Individual Member Skills Matrix (Appendix A).
- 5.8 Upon the close of the application period, the Membership Sub-Committee will review the applications and will recommend candidates to ACE for appointment.
- 5.9 Prior to making recommendation(s), the Membership Sub-Committee may choose to interview prospective candidates and/or request and check references.
- 5.10 Where the number of qualified candidates exceeds the number of available vacancies, the Membership Sub-Committee shall establish a waiting list as a resource to fill vacancies which may arise throughout the current term of office.

Vacancies

- 5.11 Where there is a vacancy in the position of Chair or Vice-Chair, the Committee shall elect a replacement from amongst the voting members.
- 5.12 In the event that a voting individual member vacates their position during the appointed term, the Committee may appoint another individual, from the waiting list, to the position for the remainder of the term.

6.0 PROCEDURES FOR APPOINTING COMMUNITY AGENCIES, ORGANIZATIONS, GROUPS AND/OR ASSOCIATIONS

- 6.1 The ACE may appoint up to seven (7) community organizations, agencies, groups and/or associations for representation on ACE, as vacancies arise.

Advertising

- 6.2 The Membership Sub-Committee will coordinate with the Equity and Diversity Coordinator the advertisement of a call for applications targeted at qualified community organizations, agencies, groups and/or associations
- 6.3 Qualified entities are representative of communities experiencing systemic barriers and marginalization, and have diversity, equity and inclusion-centered mandate. They may include:

- a) Association of Community Organizations for Reform Now (ACORN);
- b) Children's Aid Society;
- c) Coalition of Community Health and Resource Centers of Ottawa;
- d) Family Services Ottawa;
- e) Lebanese and Arab Social Services Agency;
- f) Ottawa Chinese Community Service Center;
- g) Ottawa Community Immigrant Services Organization (OCISO);
- h) Ottawa Local Immigration Partnership (OLIP);
- i) Ottawa Police Service;
- j) Pathways to Education;
- k) Rainbow Alliance arc-en-ciel;
- l) Somali Center For Family Services;
- m) Wabano Centre for Aboriginal Health ; and/or
- n) Youth Services Bureau.

Application

6.4 Applications for community organizations, agencies, groups and/or associations shall be submitted to the Equity and Diversity Coordinator.

6.5 Applications shall include:

- a) A description of the entity and how they are representative of communities experiencing systemic barriers;
- b) A statement of interest; and
- c) Names of one nominated representative and one alternate, who represent the entity on ACE.

Application assessment

6.6 The Membership Sub-Committee will review applications from eligible organizations, agencies, groups and/or associations.

- 6.7 To ensure equitable representation, whenever possible the Selection Sub-Committee will endeavor to appoint entities representative of the diversity of the District.
- 6.8 The Sub-Committee may give special consideration to entities representative of communities not represented amongst the present members of ACE.

Vacancies

- 6.9 In the event that both the representative and the alternate representing a community agency, organization, group or association vacate their seats, ACE shall reach out to the respective entity to have two new appointees to fill the positions of a representative and an alternate.
- 6.10 In the event that a community agency, organization, group or association vacates their seat and is no longer interested to sit on the ACE, the Membership Sub-Committee may reach out to other eligible entities to fill the vacancy for the remainder of the term.

7.0 APPENDICES

Appendix A: ACE Individual Member Skills Matrix

8.0 REFERENCE DOCUMENTS

Board Policy P.008.GOV Advisory Committee on Equity
 Board Policy P.050.GOV Board Member Removal/Resignation from Office
 Board Policy P.018.GOV Electronic Meetings of the Board and Committees
 Board Policy P.065.GOV Advisory Committees to the Board