

ADVISORY COMMITTEE ON EQUITY

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

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7. New Business	5 mins
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ADVISORY COMMITTEE ON EQUITY

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

Present:

Elaine Hayles, Community Representative
Jane Fjeld, Youth Services Bureau
Nadine Clarke, Community Representative
Stacey-Ann Morris, YLAC

Donna Blackburn, Trustee

Anita Olsen Harper (on behalf of Erica Braunovan), Trustee
Tony Boonstra, Spiritual Care
David Sutton, OCDSB
Kassandra Cloutier, Elizabeth Fry Society of Ottawa
Kahmaria Pingue, Nyansapo
June Girvin, Every Child is Sacred
Dr. Tim Stanley (University of Ottawa)
Dahabo Ahmed Omar, Nyansapo
Magda Osman, Pinecrest Queensway Community Health Centre
Nicole Parsons, Tungasuvvingat Inuit
Cesar Ndema, Nyansapo
Richard Sharpe, Nyansapo
Dorothy Baker, Superintendent of Curriculum Services
Jacqueline Lawrence, Diversity Coordinator
Sue Rice, Equity Instructional Coach
Nicole Guthrie, Committee Coordinator

1. Welcome/Call to Order

Chair Morris called the meeting to order at 6:12 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.

1.1 Approval of the Agenda

Moved by Elaine Hayles,

THAT the agenda be approved.

-Carried-

1.2 Approval of the Minutes - May 24, 2018

Moved by Elaine Hayles,

THAT Report 5, Advisory Committee on Equity, dated 24 May 2018 be received.

-Carried-

1.3 Matters Arising from the Minutes, Motion and Action Tracking

Chair Morris noted that the action tracker has been included for information and for accountability for action items.

Superintendent Baker advised that the Research Evaluation and Analytic Division (READ) will begin to formulate a process for identity-based data collection. The READ team plans to conduct focus groups and meet with the community.

Ms. Hayles queried whether or not the motion as listed in the tracker was correct and requested that the motion added to the October meeting as a discussion item. She noted that she was unaware of any action as a result of the motion.

Mr. Sutton expressed the view that the motion also contained a reference to consultation and community input.

Dr. Stanley noted that the primary intent of the motion was to convey the notion that racism does exist in the District and that it is important to gather and reflect upon the lived experiences of people from within the community of the school they support and serve. He expressed the view that the challenge would be to collect the data in a way that is safe for students. He noted the importance of collecting anonymized stories of lived experiences in District schools. The lived experiences can help the District better define the issue.

2. Community Voice

Chair Morris noted that Community Voices will be a long standing item on the agenda and they will serve as a placeholder for community groups and individuals to share their lived experiences.

2.1 Delegations

a. June Girvan, International Decade for People of African Descent

Ms. Girvan noted that the District formally recognized the United Nations International Decade of People of African Descent by passing a motion at the 22 May 2018 Board meeting. The District will hang a framed copy of the motion to honor the District's leadership with regard to the promotion and protection of human rights with respect to people of African at the 2 October 2018 Committee of the Whole (COW).

Ms. Girvan reminded ACE that the motion was an important step in the work of the committee and that the framed motion will serve to remind the trustees and staff of the commitment to develop and undertake work on the Equity Action Plan; reduce barriers to learning to improve equity of access and opportunity for students of African descent; intentionally adopt practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent; collect and use identity-based data to measure our progress and inform decisions on policy and programs that impact the education of students; and engage with parents and community organizations comprised of people of African descent in Ottawa to support their sense of belonging in the OCDSB education environment. Ms. Girvan noted that the District was one of the first school boards in the province to adopt and formally recognize the decade.

Ms. Girvan discussed the concept of afrophobia and noted that children are not born with afrophobia and parents and teachers are, often unknowingly passing it down. She shared Maslow's Hierarchy of Needs and maintained that, one of the impact of afrophobia, children of African descent have difficulty self-actualizing.

b. Kahmaria Pingue and Dahabo Ahmed Omar, Nyansapo

Ms. Pingue shared that Nyansapo is a collective of African, Caribbean, Black Canadian (ACBC) individuals whose goal is to promote equity and inclusivity for ACBC students in education. She noted that Nyansapo, meaning "wisdom knot," is an Adinkra symbol of wisdom and intelligence, patience and ingenuity.

Ms. Pingue stated that Nyansapo aims to collaborate with the District to enable and uphold the commitment made by the Board

when it passed the motion to recognize the United Nations International Decade of People of African Descent on 22 May 2018.

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

- ACBC (African Caribbean Black Canadian) students are under-represented in graduation rates and overrepresented in correctional facilities;
- Nyansapo is committed to advocating for a culture of excellence and high expectations for ACBC students;
- ACE has played a significant role in the District's work on equity and inclusiveness as well as the diversity framework;
- Nyansapo is an advocate for educational equity and aim to identify and remove discriminatory biases and systemic barriers to the well-being and achievement of ACBC students;
- Nyansapo proposes adaptations to the curriculum to include ACBC history and ensuring that teachers are confident in teaching a reflective curriculum and the ACBC students see themselves in their school and teaching staff based on enhanced hiring practices of the District;
- The lived and shared experience of black students suggest ACBC students are subjected to harsher punishments;
- In response to a query from Mr. Sutton regarding the role of ACE in the work of Nyansapo, Ms. Omar hoped ACE would be a signatory on an informal agreement of support;
- Mr. Sharpe indicated that he has been recruited by Nyansapo to assist with moving forward an agenda of change at school boards in Ottawa. He noted that ACE is an advisory body and should be a sounding board for the black communities in Ottawa. Nyansapo engage and consult with the black community to organize around specific issues for the education of ACBC students. He stressed the importance of the collection of disaggregated data and hoped the Black community and Nyansapo can be involved in the establishment of the data collection process;
- Human resources and hiring are an issue. At present, black citizens are underrepresented at the staff level in District schools;
- Nyansapo have direct connections to black communities throughout Ottawa and as ACE is redefining the mandate of the committee and seeking members a partnership is timely; and

- Diversity Coordinator Lawrence indicated she would circulate an electronic version of the Nyansapo support letter to ACE for review.

3. For Review

3.1 ACE's Mandate (P.008.GOV - Advisory Committee on Equity)

During the discussion on ACE's mandate the following points were noted:

- Mr. Sharpe commented that with the addition of a community voice item on each ACE agenda, a seat at the Committee of the Whole table and a focus on recruiting community representatives, ACE can bring items directly to the Board's attention. He hoped that Nyansapo could also convey items to the Board;
- Superintendent Baker noted that through the work of Diversity Coordinator Lawrence the District has undertaken some significant work in Human Resources, assisting the READ team on identity based data collection and the formation of a steering committee for equity to assist in the formulation of an equity work plan;
- A plan for the methodology for data collection will be reviewed by a group of community partners;
- The District regularly collaborates with equity staff from the Toronto District School Board, Greater Essex Country School Board, Peel District School Board and the York Region District School Board;
- Ms. Hayles commented that an action plan for Equity must come from the community and not from the Board. She added that the District must focus on the issue of consultation and its true definition and hoped the District would begin to undertake more bottom up consultation of the communities;
- The District's recognition of the United Nations International Decade of People of African Descent, will ensure that elements of equity and diversity are built into the overall Equity Plan for the District;
- Dr. Stanley noted that there is anecdotal evidence to support the notion of higher suspension rates among black students. He expressed the view that many incidents of behavior and the escalation of behavior leading to suspension is the result of the student being called racist names. He queried how the District could further investigate the trend. He suggested that when a black student is suspended that additional anecdotal stories and staff self-reflection be captured to help further the goal of reducing the suspension rate among black students;
- Mr. Sharpe expressed interest in the methodology and the approach for the collection of racialized data and noted the importance of both qualitative and quantitative data and the collection of stories. He added that he was not confident that the correct questions will be asked and

encouraged ACE to work with the community and groups like Nyansapo to ensure that the consultation on data collection is a bottom up process; and

- Diversity Coordinator Lawrence noted that with an updated mandate, it is timely for ACE to find ways to connect to the full diversity of communities that are represented in District schools and attract new members.

3.2 ACE Annual Report

The ACE Annual Report for the Year 2017-2018 was provided for information.

3.3 Long Range Agenda Items

The long-range agenda was provided for information.

4. For Feedback

4.1 Review of PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity

Procedure PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity was provided for information and to help inform a discussion on the communication plan for member recruitment at item 4.2.

4.2 Communication Plan for Member Recruitment

The committee broke into small groups to answer several questions designed to assist the committee in expanding ACE's membership and increasing ACE's visibility in member communities.

The committee suggested the following local organizations be contacted to ensure ACE is representative of the full diversity of the District:

- Rainbow Service Providers Network
- Odawa Native Friendship Centre
- Wabano Centre for Aboriginal Health
- Royal Ottawa Hospital
- Nyansapo
- Assembly of Seven Generations
- Kind Space
- Jaku Konbit
- Ontario Works for Youth
- Muslim Family Services
- RAJO Project
- Regroupement Ethnocultural des Parents Francophones de L'Ontario (REPFO)

- Youth Ottawa
- Tungasuvvingat Inuit
- Métis Nation of Ontario
- Ottawa Community Immigrant Services Organization (OCISO)
- Jamaican Ottawa Community Association
- Trinidad & Tobago Association of Ottawa
- Federation of Black Canadians Ottawa
- Catholic Centre for Immigrants
- Lebanese and Arab Community Centre
- Asian and East Indian community groups

The committee discussed the following strategies to attract and sustain potential ACE members:

- attend community events
- attending meetings and speak to members
- change the ACE meeting format to be more action oriented
- ACE should be more consultative
- invite more diverse speakers to present community voice
- create a welcoming and safe space for individuals and community groups to share experiences
- communicate the mandate of ACE and convey the importance of participation
- investigate barriers to participation which include the timing of the meeting, the location of the meeting, and the communication of the meeting invitation
- connect with location community health centres, resource centres and community housing;
- focus on commonalities
- cultivate a feeling of belonging
- host ACE meetings in various communities and community spaces
- strengthen communications and share community activities and student voice
- gather and share best practices,
- focus on qualitative reporting
- use culturally appropriate sociometrics to evaluate the work of the committee and the District
- focus on the quantitative results (i.e. have the suspension rates for black students increased or decreased)
- advocate for students and help to diffuse situations prior to escalation

The committee also noted the importance of:

- maintaining communication, collaborating with diverse communities and remaining open to possibility;
- strengthening communications and the mechanism for sharing community voice;
- gathering and sharing best practices;
- supporting and maintaining a presence at events related to the mandate i.e., Black History Month, Rainbow Youth Forum and the Indigenous Youth Symposium;
- the collection of qualitative and quantitative data;
- the implementation of directives like the United Nations International Decade of People of African Descent;
- improving the graduation rates of diverse groups;
- the collection of experiences from both teachers and students;
- the creation of a diary of inclusion and equity; and
- the administrative support of Board Services as an indicator of legitimacy.

Mr. Sutton expressed the view that sustained community involvement will be the challenge. He noted that the commitment to ACE and continued attendance is critical to the work of the committee and must be conveyed in any information and invitations to potential individual and community members.

Ms. Hayles expressed the view that the committee be more flexible and allow for members to call-in to meetings using a poly-com.

Dr. Stanley expressed the view that it is important for potential members to see results. He advised that ACE focus on a specific issue over the course of the year. He encouraged those present to bring and share a story from the community at the next meeting of a student's experience with an equity issue that may or may not have been appropriately dealt with. He and Mr. Sutton agreed that it would be interesting to share those stories as part of the campaign to attract members on the District website.

Ms. Fjeld expressed the view that the strategy to increase ACE membership be focused on how the District can move the barometer on the issue of racism. She shared that the District must acknowledge the presence of racism and work to include the voices of community members.

5. For Decision

5.1 COW Representative

Diversity Coordinator noted that owing to the work of Trustee Ellis and his motion to the Board, ACE now have a seat at the Committee of the Whole. She encouraged members to nominate others or self-nominate to fill the vacancy. She advised that COW meet twice monthly and that the representative would have an opportunity to bring the ACE voice to the discussion and would then bring highlights of COW discussions back to ACE.

Voting members Jane Fjeld and Nadine Clarke respectfully withdrew their names from consideration for the position. The remaining voting members of ACE present advised they would review the time commitment and personal schedules before making a decision to accept the appointment. Ms. Hayles indicated that she could be considered as an alternate after the municipal elections on 22 October 2018.

6. For Information

6.1 Board Update

Trustee Olsen-Harper shared that the municipal election will take place on 22 October 2018.

6.2 District Equity Update

Equity and Diversity Coordinator Lawrence advised that the District will announce the name of the new Director of Education this fall. Director Adams will retire at the end of 2018.

Superintendent Baker noted that despite recent announcements by the conservative government, the District is committed to equity and the work of the committee and the District will continue.

Dr. Stanley noted that the provincial sub-committee on anti-Semitism had been disbanded.

Mr. Sutton expressed the view that the work of ACE is significant and during these times even more so and as such members must not let things out of their control derail the effort.

7. New Business

Ms. Girvin noted that the District will recognize the passing of the motion on recognizing the United Nations Decade for People of African Descent at the Tuesday 2 October 2018 Committee of the Whole meeting. A copy of the

motion has been framed and the District will hang the motion at the meeting. Ms. Girvin urged ACE members to attend the meeting and the ceremony.

Ms. Hayles requested a copy of the District's Organization Chart.

Diversity Coordinator Lawrence introduced the District's new Equity Instructional Coach, Sue Rice.

8. Adjournment

The meeting adjourned at 8:36 p.m.

Stacey-Ann Morris, Acting Chair, 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 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	<p>Student voice shared in May 2018 Date with Diversity</p> <p>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.</p> <p>Data collection process will include community</p>	

				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	See April 17 th matters arising from minutes	
	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			
	Organizational Chart	D. Baker			



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. Equity Lens on Consultation
13. OCDSB process to address suspension with antidotal evidence



Strategic Plan 2019-2023: Pre-consultation Guide for Meeting with Stakeholders October-November, 2018

Background:

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:

- i. Pre-consultation (October/November 2018)
- ii. Idea Exchange (November/December 2018)
- iii. Developing Strategies and Action (January 2019)
- iv. Feedback on Draft Plan (May 2019)

These are explained in the following diagram.



Figure 1: Strategic Planning Consultation Process

Action: The pre-consultation stage is an opportunity for the district to get feedback from our most engaged stakeholders about strategies that could help to increase participation in the consultation

process. In particular, what strategies could help to engage members of school communities who might be traditionally less engaged? The following guiding questions will help to facilitate discussions:

1. What might be some barriers to participation in this consultation?
2. What strategies could be used to overcome these barriers and increase participation?
3. Can you suggest tools/resources/supports that might be helpful to participants?
4. During the Idea Exchange, we will invite stakeholders to respond to three questions in an online forum. What are your thoughts about the following three (3) questions?
 - What do you think are the key issues facing the OCDSB?
 - What should be the priority areas of focus for the OCDSB for the next 4 years?
 - What are the ways in which you would like to be involved in supporting the OCDSB over the next 4 years in achieving these goals?
5. In January, during the Strategies & Actions stage, we will host forums/focus groups. Do you have any thoughts about the format, location and/or timing of the forums/focus groups?

During the pre-consultation stage, feedback will be collected through discussions at committee meetings and through email. Please feel free to share your feedback with Michèle.Giroux@ocdsb.ca or Halcian Joseph-Clost at: shareyourthoughts@ocdsb.ca.

The current strategic plan 2015-2019 is provided below as background information.

Figure 2: Current Strategic Plan





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

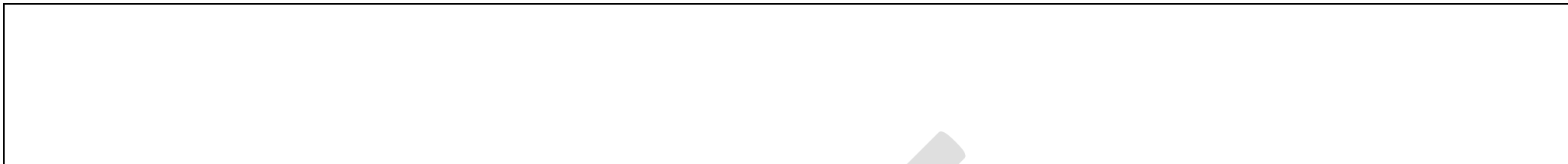
Board Policy P.008.GOV Advisory Committee on Equity
 Board Policy P.050.GOV Board Member Removal/Resignation from Office
 Board Policy P.018.GOV Electronic Meetings of the Board and Committees
 Board Policy P.065.GOV Advisory Committees to the Board

***OCDSB Advisory Committee on Equity: Individual Member Skills Matrix**

Name			Email	
Address			Phone	
CRITERIA				
Required				
		YES	NO	Additional Information/Notes
1	A parent of a child in the OCDSB?			
2	Has the applicant expressed a strong interest in public education and its focus on student achievement and well-being?			
3	Has the applicant expressed understanding of the systemic link between equity and inclusive education?			
4	Does the applicant have past or current experience working with people with diverse backgrounds?			
3	What individual or intersecting perspectives does the applicant bring to ACE? (check all that applies)			
	Indigenous (FN, Metis or Inuit)			
	Religion/Creed/Faith			
	Disability (physical, mental, or learning disability)			
	Immigrant or newcomer to Canada			
	LGBTQ2S+			
	Racialized			
	Socio-economics			
	Ethnicity			
	Gender identity and gender expression			
	Sex			
	Student voice			
	Rural			
	Suburban			
	Urban			

General				
Skills, Knowledge or Experience Area	Significant	Moderate	Want to Develop	Additional Information
1 Public Education <ul style="list-style-type: none"> • Experience with school structures and systems (i.e parent, advocate) • Experience with a school council or as a school volunteer • Experience working in an academic/educational setting/ environment • Experience as an elected representative in a school/ learning organization 				
2 Community Engagement <ul style="list-style-type: none"> • Experience as a community organization member or community agency staff person • Experience with community engagement and consultation • Experience in community development projects or programs • Experience in municipal, provincial or federal politics, organizations or groups 				
3 Equity and Inclusion Strategies <ul style="list-style-type: none"> • Experience working in diverse communities and with diverse stakeholders • Understanding of diverse cultures, groups, and ethnic backgrounds • Understanding of Human Rights and identifying and addressing discrimination issues 				

	<ul style="list-style-type: none"> • Experience in developing strategies to ensure equitable and inclusive cultures. 				
4	Public Policy				
	<ul style="list-style-type: none"> • Knowledge or ability to conduct community based research, including gathering community stories to inform policy development • Ability or experience in policy drafting or policy review • Experience providing analysis through an equity and inclusion lens • Experience in contributing to or facilitating public policy consultation 				
5	Communications				
	<ul style="list-style-type: none"> • Ability to leverage community connections to bring community concerns and perspectives to the table and to take the information or learning from the table back to the community • Experience in communicating with community groups or associations, community agencies or organizations • Understanding of marketing and development of promotional materials for diverse audiences • Strong written and oral communication skills 				
Please list any other information or experience you feel we should know about:					



* Modified from PIC parent members skills matrix

DRAFT

Nyansapo;*[wisdom & intelligence, patience & ingenuity,
honouring our ancestors in word and deed.]*

Statement of Support

Our organization agrees to stand alongside Nyansapo and the following commitments to advocate for equity and excellence in education for students, parents and staff of African Caribbean Black Canadian (ACBC) heritage.

Commitment to Equity

We commit to advocating for educational equity, which includes identifying and removing discriminatory biases and systemic barriers to the achievement and wellbeing of ACBC students.

Commitment to Excellence

We commit to advocating for a culture of excellence and high expectations for ACBC students.

Commitment to Education

We commit to advocating for safe, supportive and welcoming environments that support the social and emotional wellbeing of ACBC students.

Organization name:

Date:

Signature of President / Representative:

NOTE

REPORT 18-108, CONSULTATIONS ON EDUCATION REFORM IN ONTARIO

The following document has been included to help guide the ACE discussion on the Ministry's Consultation on Education Reform. The report was originally written for the Parent Involvement Committee and was discussed at their meeting on 17 October 2018. Staff feels that the content of the report is relevant to the work of ACE and all parents in the District should be made aware of opportunities for participation in the consultation. ACE may also decide whether or not they wish to respond as a committee.



PARENT INVOLVEMENT COMMITTEE Report No. 18-108

17 October 2018

Consultations on Education Reform in Ontario

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

PURPOSE:

1. To provide a status update to PIC members of the provincial consultations on education reform in Ontario and discuss how the Committee might advise the Board on this issue and any possible contribution to the consultation by PIC.

CONTEXT:

2. In July 2018, Premier Doug Ford promised to consult parents in Ontario on a number of education issues, including changes to the health and physical education curriculum. The consultation, launched on 28 September 2018, asks for participants' input on the following seven key areas:
 1. Improving Ontario students' performance in Science, Technology, Engineering and Math (STEM);
 2. Preparing students with job skills, including skilled trades or fields, such as coding;
 3. Graduating students with life skills like financial literacy;
 4. Providing age-appropriate health and physical education curriculum that includes subjects like mental health, sex-education, and legalization of cannabis
 5. Improving standardized testing;
 6. Banning cellphone use in the classroom; and
 7. Developing a parents' bill of rights.

The OCDSB wants to ensure parents are aware of the consultation and have opportunity to participate and has therefore made information on the consultation available through the following channels:

- School Council Newsletter, sent weekly to all school councils;
- Keeping You Connected, sent to all parents;
- District website;
- Staff portal;
- Schools websites; and

- Social media.

Guiding Question: Are there other mechanisms or strategies that the District could use to support or encourage OCDSB parent engagement in this process?

CONSIDERATIONS:

Online Submissions

3. Parents can make a submission until 15 December 2018. While there are three means to make a submission (i.e., an online submission form, an online survey, and telephone town halls), the only available means as of 10 October 2018 is the Ministry's online submission form (Appendix A). The form has a prescribed format and includes the following questions:
 - Are you a... [Please select all that apply]
 - Parent or guardian
 - Adult with no children
 - Student attending an elementary (K-8) or secondary (9-12) school
 - Educator, early childhood educator, principal, vice principal
 - Employer
 - Other
 - Are you a parent with school-age children?
 - Are you a student currently attending an elementary (K-8) or secondary school (9-12)?
 - What are the first 3 characters of your postal code?
 - If you are a member of a stakeholder group interested in Ontario's education system, please describe: (maximum 500 words)
 - How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)? (maximum 500 words)
 - How should our schools prepare students with needed job skills, such as skilled trades and coding? (maximum 500 words)
 - What measures can be taken to improve provincial standardized testing? (maximum 500 words)
 - What more can be done to ensure students graduate high school with important life skills, including financial literacy? (maximum 500 words)
 - What steps could schools take to ban cellphone use in the classroom? (maximum 500 words)
 - How can we build a new age-appropriate health and physical education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis? (maximum 500 words)
 - What elements should be included in a Ministry of Education parents' bill of rights? (maximum 500 words)
 - Do you have any other feedback or ideas? (maximum 500 words)

Parents may also email a written submission to fortheparents@ontario.ca.

Guiding Question: Does PIC want to make a submission to the Ministry? While all questions might be of interest, this Committee may be best positioned to discuss in detail the elements of a Parents' Bill of Rights.

Health and Physical Education Curriculum

The Ministry of Education released an interim elementary Health and Physical Education Curriculum to be taught in 2018-2019 school year until a revised curriculum based on the consultations is issued. The interim curriculum was last taught in 2014 and it includes content for all strands and topics, including mental health, sexual health education and the legalization of cannabis, with the exception of the Growth and Development component of the Healthy Living strand, which is taken from the 1998 curriculum. Secondary students will continue to learn the 2015 curriculum.

While gender identity and sexual orientation are no longer explicit in the interim elementary curriculum, the District strives to maintain a safe and caring environment for all students regardless of their sexual orientation or sexual identity and will continue to celebrate the diversity of its student population. Schools will continue to support the development of trans-inclusive student alliances and actions that create awareness about and seek to end, transphobia, gender stereotypes, and gender-based violence.

The Board of Trustees' 26 July 2018 letter to the Minister of Education is attached as Appendix B.

Parents' Bill of Rights

The Government has described the development of parents' bill of rights as a mechanism "to ensure that the rights of parents are respected throughout and following the education reform process". The Minister of Education announced that she intends to use her authority under the *Ontario College of Teachers Act* to strike a Public Interest Committee that will help inform the creation of the parents' bill of rights to ensure curriculum-based misconduct issues are fairly dealt with at the Ontario College of Teachers.

Currently, there are three mechanisms that are already in place to report and resolve complaints regarding teacher conduct: the OCDSB Complaints Resolution Policy; the Ontario Ombudsman's Office; and the Ontario college of Teachers. The new Government has recently created a fourth mechanism, FortheParents.ca, where parents can anonymously report concerns against College members, and is asking parents to contribute to the consultation process and provide insights on what should be included in the parents' bill of rights.

Guiding Question: How can we optimize existing infrastructure and/or opportunities to encourage parents to participate in this process?

COMMUNICATION/CONSULTATION ISSUES:

4. The guiding questions proposed herein aim at eliciting ideas from PIC members on how the Committee can put its purpose and mandate to practice with respect to the government consultation. According to Ontario Regulation 330/10 and PIC By-Laws and Standing Rules, the Committee shall encourage and enhance parent engagement through advising the Board on strategies that could be used

to effectively communicate with the parents of the District. As this provincial consultation has been undertaken by the Ontario Government, neither PIC nor the OCDSB are positioned to consult with parents and make a submission on their behalf. Rather, PIC could make a submission solely on behalf of its members, or seek other options to influence this process which may best meet the needs and nature of the Committee.

Guiding Question: Considering the time of the Committee, does PIC prefer making a submission or sending a direct letter to the Minister?

Guiding Question: Does PIC prefer sending a letter on behalf of its members or requesting the Board to send a letter on its behalf and providing some guidance on elements to include in the letter?

RESOURCE IMPLICATIONS:

5. The provincial consultation on education reform in Ontario does not have any resource implications on PIC's annual budget.

STRATEGIC LINKS:

6. PIC's contribution in this process, whether through a submission, a letter to the Minister, or through encouraging parents' participation in the process, leverages an engagement culture whereby parents can have direct input into their children's education and well-being in support of the OCDSB's 2015-2019 Strategic Plan.

Michèle Giroux
Executive Officer,
Corporate Services

Jennifer Adams
Director of Education and
Secretary of the Board

APPENDICES:

Appendix A: Ministry of Education Online Submission Form

Appendix B: The Board of Trustees' Letter to the Minister of Education

Open Submission: Education in Ontario

Please share your thoughts on all or some of our consultation themes by completing and submitting this form.

Closing date: December 15, 2018

First, tell us about yourself

Are you a... [Please select all that apply]

- ☐ Parent or guardian
- ☐ Adult with no children
- ☐ Student attending an elementary (K-8) or secondary (9-12) school
- ☐ Educator, early childhood educator, principal, vice principal
- ☐ Employer
- ☐ Other

Are you a parent with school-age children?

- ☐ Yes
- ☐ No
- ☐ I prefer not to answer

Are you a student currently attending an elementary (K-8) or secondary school (9-12)?

- ☐ Yes
- ☐ No
- ☐ I prefer not to answer

What are the first 3 characters of your postal code?

If you are a member of a stakeholder group interested in Ontario's education system, please describe: (maximum 500 words)

How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)? (maximum 500 words)

How should our schools prepare students with needed job skills, such as skilled trades and coding? (maximum 500 words)

What measures can be taken to improve provincial standardized testing? (maximum 500 words)

What more can be done to ensure students graduate high school with important life skills, including financial literacy? (maximum 500 words)

What steps could schools take to ban cellphone use in the classroom? (maximum 500 words)

How can we build a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis? (maximum 500 words)

What elements should be included in a Ministry of Education Parents' Bill of Rights? (maximum 500 words)

Do you have any other feedback or ideas? (maximum 500 words)



Your privacy matters

By participating in the consultation through the online survey, the open submission form, the education feedback form or by email to fortheparents@ontario.ca you may be sharing personal information with the Ministry of Education (Ministry).

The Ministry of Education is collecting your personal information under the authority of paragraphs 2, 3, and 5 of subsection 8.1(1) of the *Education Act*, R.S.O. 1990, c. E.2.

The Ministry may use any personal information that you submit through the online survey, the open submission form, the education feedback form or by email to fortheparents@ontario.ca, including, but not limited to, your personal opinions and views, name, email address, and IP address, for the purpose of education policy development including curriculum development, program and service planning, evaluation, and resource allocation as well as research and statistical activity related to education. The Ministry may also use your personal information to contact you to clarify your answers, to ask for further information or to inform you of additional opportunities to participate in consultation on the development of education policy. The Ministry will not disclose your personal information for any purpose, unless required by law.

If you have questions about the collection, use and disclosure of your personal information please contact:

Director, Incubation and Design Branch
Ministry of Education
900 Bay Street, Mowat Block
Toronto, Ontario M7A 1L2
Email: publiceducation@ontario.ca

For more information on protecting your personal information, please visit our [privacy statement](#).

Submit

Updated: October 9, 2018



Office of the Chair of the Board

26 July 2018

Hon. Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Thompson:

Across Ontario, there is considerable confusion regarding provincial direction on the Health and Physical Education curriculum. The Ottawa-Carleton District School Board has been actively monitoring this issue while affording the new government time to clarify its position. However, the time for clarity is now.


In response to community concerns, our trustees and staff have reinforced that the OCDSB remains very strongly committed to equity and providing classrooms that are a welcoming environment for all students, including LGBTQ+ students. Our priorities have not changed in terms of ensuring the voices and perspectives of *ALL* students and parents are heard and respected. We believe that the 2015 curriculum provides important learning opportunities for students about healthy relationships, consent, online safety, and mental health – issues that are quite different in today's society than in 1998.

We urge the government to clarify curriculum expectations for September 2018. Our students deserve a curriculum that meets current learning needs and is supported by appropriate and responsive learning materials in support of student health and wellness. Our teachers need time to plan with the curriculum for the school year. Our parents need to understand how this will be managed at school so that they can make decisions about how they can best support their child's learning on these topics at home.

Your government has indicated that further consultation will be undertaken in this area. We urge you to initiate that consultation immediately so that Ontarians can be heard and multiple curriculum changes can be avoided. We would be happy to share the details of your consultation with our community so that parents, students, staff or any member of the City of Ottawa can participate and/or share their perspective on this important issue with their Member of Provincial Parliament or the Minister of Education.

Thank you for your prompt attention to this matter.

Sincerely,



Shirley Seward,
Chair, Board of Trustees
Ottawa-Carleton District School Board

c.c. Hon. Lisa McLeod, Member of Provincial Parliament, Nepean
Hon. Merrilee Fullerton, Member of Provincial Parliament, Kanata-Carleton
Nathalie Des Rosiers, Member of Provincial Parliament, Ottawa-Vanier
Marie-France Lalonde, Member of Provincial Parliament, Orleans
Jeremy Roberts, Member of Provincial Parliament, Ottawa West – Nepean
Goldie Ghamari, Member of Provincial Parliament, Carleton
Joel Harden, Member of Provincial Parliament, Ottawa-Centre
John Fraser, Member of Provincial Parliament, Ottawa South
Amanda Simard, Member of Provincial Parliament, Glengarry-Prescott-Russell