

ADVISORY COMMITTEE ON EQUITY

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

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ADVISORY COMMITTEE ON EQUITY

October 24, 2019

6:00 pm

Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Jane Fjeld (Youth Services Bureau), Raigelee Alorut (Tungasuvvingat Inuit), Sonia Nadon-Campbell (Special Education Advisory Committee), Susan Cowin (Special Education Advisory Committee, Alternate), Ryan Doucette (Young Leaders Advisory Council)

Non-Voting Members: Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Curriculum Services), Jacqueline Lawrence (Equity and Diversity Coordinator)

Staff and Guests: Lynn Scott (Trustee), Ganaabouté Gagné (Student Trustee), Kenneth Mak (Vice-Principal), Leigh Fenton (Board/Committee Coordinator), Caretta Williams, Fatuma Samatar, Karim Mekki, Riaz Mostaghim

1. Welcome/Land Acknowledgment

Acting Chair Hayles called the meeting to order at 6:09 p.m. and acknowledged the meeting is taking place on unceded Algonquin Territory. She thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Ryan Doucette

THAT the agenda be approved.

Superintendent Baker requested that item 6.3 OCDSB Process to Address Suspension with Anecdotal Evidence be removed.

OCDSB Process to Address Suspension with Anecdotal Evidence be removed.

Moved by Ryan Doucette

THAT the agenda be approved, as amended.

Carried

3. Community Voice (delegations)

There were no delegations or expressions of community voice.

4. Review of Advisory Committee on Equity Report

4.1 26 September 2019

Moved by Harvey Brown,

THAT the Advisory Committee on Equity report dated 26 September 2019 be received.

The members requested the following revisions:

- Trustees Blackburn and Scott be added to the list of attendees;
- Reference to Ms. Rice should be amended to Ms. Campbell;
- Amend the spelling of Chair Hayles on folio 4; and
- Bullet one of item 4.3 on folio 3 be amended to read "Trustee Ellis requested that the committee consider the addition of the Annual Student Achievement Report (ASAR) or student suspension report".

Moved by Harvey Brown,

THAT the Advisory Committee on Equity report dated 26 September 2019 be received, as amended.

Carried

4.2 Long Range Agenda

The long range agenda was provided for information. The members requested the items be numbered in rank order of priority.

4.3 Action Tracking Report

The action tracking report was provided for information.

5. Action/Discussion/Information Items

5.1 ACE Meeting Dates and Locations

Information on upcoming ACE meeting dates and locations was provided for information.

5.2 The Importance of Public Education

Chair Hayles advised that she had requested this item be added to the agenda for discussion by ACE members and expressed concern about the future of public education.

Trustee Campbell commented that the requirement for students to take courses online may be open to the private sector and there is a lot still unknown particularly around the barriers of accessing online content by families equitably. He expressed the view that the primary purpose of public education is to create critically-minded citizens. Equity is at the core of public education and the reason why the province funds it. He added that ACE can act as a guardian for a strong public education system.

Ms. Fjeld expressed concern that ACE's role within the public education framework is limited but its relationship with the community can help galvanize the community in the event that it may be required.

Chair Hayles expressed concern that the results of identity-based data collection may highlight disparities in the black and indigenous communities that could raise questions about the efficacy of the public education system.

5.3 ACE Membership

Diversity Coordinator Lawrence shared the process the membership sub-committee will undertake to select the members from the 39 applications received.

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

- An orientation session for all ACE members will be held in December 2019. It was suggested that the orientation session be held at 440 Albert Street. Staff will confirm the availability of the facility;
- Applicants include racialized Africans, persons with disabilities, and two-spirit individuals;
- Many of the applicants live in the western part of the District;
- Some applicants did not provide information to assess their application and were disqualified from the process as a result;
- Many of the current members expressed interest in continuing with ACE and Ms. Morgan indicated that she would prefer to be a community member at large rather than a voting member;
- Diversity of the membership is required and the addition of alternates would be preferred to ensure quorum;
- Indigenous voices will be represented at the organizational level;
- ACE will extend an invitation to the Indigenous Education Advisory Council to seek a representative;

- Children's Aid Society (CAS) and Police Services have expressed interest in having a representative on the committee;
- Matrices will be used to review and shortlist the candidates. Candidates will be contacted and interviewed. A report recommending members will be presented to the committee for their approval;
- ACE is seeking representation from seven community organizations;
- Trustee Campbell queried whether or not any of the candidates or community organizations represented low socio-economic status;
- Trustee Scott advised that the appointment of a Chair would be the first order of business for the first meeting. She encouraged staff to request a short biography from each candidate to be provided to the membership;
- Mr. Doucette expressed concern about the structure of the community, particularly the member at large position and the mechanism for making decisions. Trustee Ellis noted that ACE can operate in an informal or consensus model which would include the voices of those who are non-voting; and
- The 23 January 2020 ACE meeting will be held at 440 Albert Street.

5.4 Appointment of Representative and Alternate member to Committee of the Whole

Acting Chair Hayles and Mr. Brown are the current ACE representatives assigned to the Committee of the Whole. It was suggested that the appointment of new representatives be delayed until the membership is confirmed.

Trustee Ellis highlighted the importance of the ACE representation at the Committee of the Whole and encouraged the members to attend and provide comments.

6. Standing Items

6.1 Identity-based Data Collection

During the discussion of Superintendent Baker's update on Identity-Based Data collection the following points were noted:

- On 16 October 2019, principals engaged in a half-day of training on an equity, diversity and inclusion model;
- Staff were joined by Renée Bazile-Jones of Canadian Centre for Diversity and Inclusion (CCDI) who helped the District develop its equity and diversity training modules;

- The District equity learning plan will be shared with all staff. All staff will complete the training modules;
- All the principals were provided with the unconscious bias action plan at the end of the training session to encourage and support their understanding of their own biases and the consequences and possible actions that could be taken to address the bias;
- A representative from the Ottawa Black Educators Network (OBEN) shared that the newly formed organization was created to support all learners but with a particular focus on students of Caribbean and African descent. The representative shared that one of the OBEN's long term goals is to recruit Black educators and support Black parent engagement. The OBEN has encouraged input from the community and will be hosting a workshop on 23 November 2019 to support the District's efforts in identity-based data collection to ensure community participation;
- The identity-based data collection survey will be translated into several languages. Language and information on the identity-based data collection will be user-friendly to ensure the google translate option can adequately convey the message;
- The survey will be open for completion from 26 November 2019 to 13 December 2019;
- Multi-Cultural Liason Officers will be deployed to help parents complete the survey during the survey period; and
- Chair Hayles expressed the view that office administrators should also receive unconscious bias training. Superintendent Baker advised that staff plan to provide opportunities for all staff to access the equity and diversity training modules. She added that at the secondary level, professional development in November will be dedicated to equity.

6.2 Mental Health Strategy

Superintendent Baker advised that a report with the revised Mental Health Strategy will be presented at an upcoming Committee of the Whole Meeting. The document will be reflective of comments received by a number of advisory committees, staff and community organizations.

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

- Trustee Scott clarified that the ACE motion has been referred to staff for inclusion in their work on the mental health strategy. She noted the following actions have resulted from the ACE motion:

- Consultations with the Special Education Advisory Committee (SEAC), ACE, and the Indigenous Education Advisory Council (IEAC);
 - Exploration and application for funding;
 - A literature review on the barriers to accessing mental health services for Indigenous youth and youth of African descent;
 - Collaboration with community organizations;
 - Scaling up a peer to peer pilot project;
 - The creation of a youth advisory panel;
 - Focus groups with students who identify as Indigenous or African descent to learn about their experiences in accessing mental health services in schools and their community; and
 - A survey of staff on their knowledge of pathways to care in the school and the community.
- Ms. Alorut expressed concern that the implementation will be too late for many Indigenous students who are already experiencing delays in accessing support. She queried when students can expect action. Superintendent Baker noted that the mental health strategy is mandated by the Ministry. Staff will be creating a mental health framework for the District. Superintendent Symmonds and Dr. Petra Duschner will be invited to return to ACE to provide insight into the actions and timelines associated with the implementation of the Mental Health Strategy;
 - Mental Health has been added as a standing item to the ACE agenda to ensure the conversation continues and actions are reported on;
 - Trustee Scott commented that in agenda planning meetings members can request that staff attend ACE meetings to provide updates;
 - Chair Hayles expressed the view that the ACE motion was tabled at COW but that no communication on its status was reported back to the committee; and
 - Committee of the Whole and Board meetings are live-streamed and recorded and ACE members can always access the youtube recording of the meetings to listen to the discussion.

7. Department Update

Superintendent Baker noted that Indigenous Youth Symposium held on 24 October 2019 was well attended. She noted that the symposium featured workshops for both students and educators and featured a blanket exercise with

an Inuit perspective. There were 27 community organizations present with tables that staff and students could visit.

Student Trustee Gagne provided a brief overview of the day. Indigenous students were encouraged to invite friends. He noted that the day ended with a circle in the gymnasium.

Ms. Nadon Campbell congratulated students on the event. She noted that it is important for Indigenous youth to see and celebrate their culture, for many grow up not knowing their culture.

Ms. Alorut pointed out that not all Indigenous students were invited. She suggested that rather than have Indigenous students invite friends, that an invitation could be extended to all Indigenous secondary students in the District.

Chair Hayles requested that a report on the Rainbow Youth Symposium to be held on 14 November 2019 be provided to ACE and IEAC that is reflective of student voice.

Superintendent Baker noted that the feedback from participants at events like the Indigenous Youth Symposium and the Rainbow Youth Forum is gathered and integrated into several reports used by staff. She indicated that staff could provide a one-page document consolidating the feedback. Diversity Coordinator Lawrence added that the students plan the events for the students.

Student Trustee Gagne expressed the view that it is important that the students have ownership of the events and that they not be overly institutionalized. He noted that the events offer students an opportunity to gain experience and are a day of celebration and joy.

8. New Business

Diversity Coordinator Lawrence presented Ms. Fjeld with a token of appreciation upon her retirement from the Advisory Committee on Equity. Ms. Fjeld thanked the members of ACE and expressed her admiration for Diversity Coordinator Lawrence and the work of ACE.

Trustee Scott advised that the 2019 Parent Conference and School Council Training Day will be held on 9 November 2019 at Longfields Davidson Heights Secondary School. She added that childcare is available on site.

9. Adjournment

The meeting adjourned at 8:29 p.m.

Elaine Hayles, Chair, Advisory Committee on Equity



ADVISORY COMMITTEE ON EQUITY

May 23, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

- Members:** Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Ruth Sword (Spiritual Care in Secondary Schools), Lisa Montroy (Family Services Ottawa), Raigelee Alorut (Tungasuvvingat Inuit), Susan Cowin (Special Education Advisory Committee, Alternate), Sonia Nadon-Campbell (Special Education Advisory Committee), Ryan Doucette (Young Leaders Advisory Council)
- Non-Voting Members:** Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Curriculum Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Milo Salem (Student Senator)
- Staff and Guests:** Donna Blackburn (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), David Sutton (OCDSB), Ken Mak (OCDSB), Bob Dawson (Community Representative), June Girvan (J'Nikira Dinqinesh Education Centre), Jean Goulet (Spiritual Care in Secondary Schools), Maxine Adwella (National Collaboration for Youth Mental Health), Nicole Guthrie (Board/Committee Coordinator)

1. Welcome

Chair Hayles called the meeting to order at 6:28 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Ruth Sword

THAT the agenda be approved.

Carried

3. Community Voice (delegations)

There were no delegations.

4. Student Voice

Indigenous Voice (Objibway)

- She noted that her high school has little programming or information to engage Indigenous students but the District's Indigenous Youth Symposium and some of the leadership initiatives it offers make her feel more welcomed. She noted that as a minority at her high school she feels that she stands out and that other students act differently around her;
- She expressed the view that it is essential for the District to provide resources and spaces for all cultures so that students feel comfortable. She noted that she often has to research on her own and it would be helpful if the school provided more information;
- She explained that another student had bullied her and the school administration did little to intervene, despite having brought the matter to their attention. She had to take time away from school to escape and begin to heal;
- She suggested that the ODCSB host presentations throughout the year to inform all students about Indigenous history to create an awareness and understanding;
- She requested that teachers be better educated in the presentation of Indigenous history and studies; and
- She advised that many students may not feel comfortable with providing accurate information to the identity based data collection initiative if it is not anonymous.

Transgender Voice, Female to Male, he/him pronouns

- He noted that before entering high school, he had no trans experience and little contact with the 2SLGBTQ+ community. In high school he met numerous students at school and through the Rainbow Youth Forum and was able to begin to come to terms with his feelings to help shape and fully express himself;
- He highlighted the importance of having 2SLGBTQ+ history and information included in the curriculum. He noted that many trans students are forced to get their information online and that there is a lot of misinformation. He noted that it would be safer and more comfortable for students to get that information at school. He encouraged staff to provide training to teachers on transsexual health as it is an area most trans students struggle with;

- He suggested that schools encourage the use of they/them pronouns and use more non-gender language. He noted that this small change would help foster feelings of inclusion;
- He indicated that gay and trans are not the same things and that even within the 2SLGBTQ+ community, he often feels excluded. He suggested the District host a trans-specific event and expressed his interest in being an event organizer;
- He advised that the Children's Hospital of Eastern Ontario (CHEO) has an excellent gender clinic that has therapists and doctors supporting trans children and youth;
- He shared that the Rainbow Youth Forum provides 2SLGBTQ+ students with a safe place to explore the issues students experience at school. He noted that his current school is a welcoming place and the staff have a great understanding of his identity and work to make him and his peers more comfortable;
- He recalled a difficult experience at her first high school. He expressed the view that the school was unwelcoming and unsafe, and the teachers and administrators did little to help him and his peers even after a violent incident. He and his peers had to move about the school in packs to feel safe. He had to transfer to another school where he was warmly welcomed and supported;
- He expressed concern about participating in the identity based data collection online. He noted that students are cautious about what they do online at school for fear others are looking over their shoulders. He suggested a voting box or private booth format where paper forms could be completed in private;
- He shared that he was once locked in a gender-neutral washroom and described the uncomfortable nature of using and accessing these washrooms. He noted that accommodations such as gender-neutral washrooms end up singling students out and often other students use the spaces to vape or make-out as they are single stall and the door can be locked. Trans students are often anxious about washroom use owing to the lack of availability and the safety issues of using their preferred washroom. He suggested the use of an "I'll go with you" system, whereby other students wear an identifier to indicate their willingness to help support trans peers; and
- Ron advised that trans is not strictly an adult topic. He suggested that educators and administrators need to be more informed of the broad terms and language of the 2SLGBTQ+ community and that courses must include their history. He noted that it is difficult to find trans history and would like to find himself represented in the lessons within the classroom.

Black and Muslim Voice

- He noted is while his high school is a multi-cultural school, he still feels he is a visible minority within his school as a black Muslim man;
- He expressed the importance of representation and diversity at the staff level. He indicated he would feel more empowered if he could see himself in his teachers, support staff and administrators. He highlighted his immense respect and admiration for his Principal. He noted that as a black woman in a place of authority, she can often empathize and has a real understanding of the types of issues he faces both at school and within the community;
- He advised that OCDSB schools need more conduits, programs and activities to support and engage Black students. He warned that when his peers do not have these outlets, they feel closed off and disengaged in school and community. He highlighted the continued support and persistence of a teacher who saw his potential and engaged him in a variety of school initiatives which helped him to take risks and brought him to the Black Youth Forum. Amar noted that he now works as a leader in his school to empower fellow and future students;
- He highlighted his recent involvement in his school's "Seeing in Colour" campaign to help raise awareness of the stigma of Black and Diasporic students in the 2SLGBTQ+ community. He noted that small campaigns help create a spirit of equity and make everyone feel welcome;
- He stressed the importance of seeing himself in future career opportunities. He advised that Black students need to hear the stories of Black lawyers, scientists, doctors, and business leaders. The Black Youth forum provides this opportunity for Black students, and he would like to see more opportunities like these across the District;
- He spoke of the importance of inclusivity in education. He noted that the histories of many of his peers are mere side topics and if they were highlighted it could help broaden understanding; and
- He spoke of the microaggressions he experiences as a Black student and that they help perpetuate the division and attitudes.

All three students agreed that OCDSB teachers and administrators should always be willing to ask, be curious, never assume and ask for pronouns and other information about their identities.

5. Review of Advisory Committee on Equity Report

5.1 25 April 2019

Moved by Ruth Sword,

THAT the ACE Report of 25 April 2019 be received.

Mr. Dawson requested that his name be added to the list of attendees.

Moved by Ruth Sword,

THAT the ACE Report of 25 April 2019 be received, as amended

Carried

In response to a query from Ms. Alorut, Superintendent Baker advised that information on Indigenous events and resources is shared with senior staff, administrators and trustees. She indicated that a monthly bulletin is shared with the Indigenous Education Advisory Council and could also be shared with ACE.

5.2 Review of Long Range Agenda

The long range agenda was provided for information.

5.3 Motion/Action Tracking Report, Business Arising

The motion/action tracking report was provided for information.

6. Action/Discussion/Information Items

6.1 Report 19-053, Report on the 2019-2023 Draft Strategic Plan

Your committee had before it Report 19-053, seeking feedback on the draft 2019-2023 Strategic Plan.

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

- Mr. Dawson complimented the staff on the draft strategic plan and stated he was impressed with the project. He queried whether or not there will be more context provided. Executive Officer Giroux advised that the letter of transmittal that accompanies the draft strategic plan contains more detailed information, background, and context. When the draft strategic plan is presented to the Board in June, further information from the consultation will be included. She noted that the data and input from the Thoughtexchange process, available on the District website, is another source for background information;
- In response to a query from Mr. Weaver regarding the focus on mathematics, staff noted that the Annual Student Achievement Report (ASAR) documents overall student achievement through a comparison of EQAO measures as well as District compiled data to the provincial average. The District undertakes focused monitoring of specific groups of students that may experience barriers to learning. These groups are boys, English language learners (ELL), students with special education needs, students who self-identify as Indigenous, and students residing in lower-income neighbourhoods (SES). The examination of results for each of these groups of students relative to all students can expose

achievement gaps. The identity based data collection project the District has undertaken will allow for further layers to the ASAR. Staff noted that mathematics is identified specifically in the draft 2019-2023 Strategic Plan as a result of feedback from the community. During the feedback process, staff have heard that literacy should also be an area of focus;

- The District aims to mitigate the dis-proportionality in achievement by removing barriers to success for students. The first goal listed within the culture of innovation is "set high expectations for all student in all programs";
- Mr. Sutton recommended that key performance indicators for staff include a reference to staff diversity;
- Ms. Girvan queried how the draft 2019-2023 Strategic Plan honours the District's commitment to recognizing the United Nations Decade for people of African descent. Staff noted that within the culture of caring, the District intends to build capacity to support historically marginalized groups. Staff and trustees wished to be inclusive with the language. Staff expressed confidence in the draft 2019-2023 Strategic Plan and its ability to respond to the elements of the motion in support of the decade for people of African descent. The draft 2019-2023 Strategic Plan is intended to drive a culture of innovation, a culture of caring, and a culture of social responsibility with intentional impact on students, staff and the system;
- Ms. Girvan queried how ACE and the community hold the Board accountable to its commitment to the United Nations Decade for people of African descent. Staff will review the declaration further. The culture of social responsibility and modeling ethical leadership and equitable practice help ensure that the District is fostering good stewardship. The Board must follow up and monitor the strategic plan within the measurement framework;
- Ms. Adwella recommended the 2019-2023 Strategic Plan include a reference to race, culture and gender; and
- Mr. Doucette expressed concern that issues of privacy may impact the identity based data collection, as evidenced in the comments made by the students during their presentations within item 4. He noted that it would be necessary for the District to communicate the message that the intent is not to stigmatize communities but to acquire objective information to improve student outcomes.

6.2 Memo 19-072, Draft Mental Health Strategy

Your committee had before it Memo 19-072, Draft Mental Health Strategy Class locations, providing information regarding changes to specialized program

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

- Ms.Nadon-Campbell queried whether or not the strategy references students with special education needs. Staff noted that the District will explore best practices in supporting the mental health needs concurrent with student special education needs and that staff agree that these students often require a different level of mental health support;
- Ms. Adwella expressed concern about the timing of the discussion and noted that the draft mental health strategy requires further discussion by the committee. She expressed the view that the strategy was too general and requested that the strategy identify specific mental health strategies based on culture, race and gender. She commented that youth mental health must be reflective of the diverse population;
- Superintendent Symmonds requested that comments and feedback be forwarded to Diversity Coordinator Lawrence. The collective feedback will be shared with the Mental Health Team;
- Ms. Girvan noted that students spoke of environmentally induced mental ill-health. She expressed the view that much of the students energy and time is devoted to mental survival and the problem is systemic;
- Chair Hayles noted that the item would be added to the September 2019 agenda for further discussion.

6.3 Launch of the ACE Membership Campaign

Diversity Coordinator Lawrence advised that per the suggestion of the committee the ACE membership campaign will launch on 28 May and remain open until 28 August 2019 to ensure that all communities have an opportunity to engage with the campaign material and have time to submit applications. The members were engaged to collect a poster and the invitation letter and distribute within their communities. She noted that the District will also be utilizing a variety of media sources to promote the campaign.

6.4 Draft ACE Annual Report

Diversity Coordinator Lawrence advised that she will be sending out the draft ACE Annual Report to the members for comment. She encouraged the members to provide her with suggestions on the document.

7. Department Update

There was no department update.

8. Committee Reports

8.1 Committee of the Whole

There was no report from the Committee of the Whole.

9. New Business

Ms. Nadon-Campbell advised that the Odawa Native Friendship Centre will host its annual Pow Wow on 25 and 26 May 2019 at 200 Moodie Drive and invited members to attend.

Ms. Girvan June advised that plans are underway to have Ottawa declared a Child Friendly City. She noted that the City of Ottawa will celebrate the 30th anniversary of the United Nations Universal Children's Day on 20 November 2019.

10. Adjournment

The meeting adjourned at 9:00 p.m.

Elaine Hayles, Chair, Advisory Committee on Equity



ADVISORY COMMITTEE ON EQUITY (ACE)

Long Range Agenda

2019-2020

1. ACE Membership Confirmation (November)
2. ACE Proposed 2019-20 Priorities in Alignment with Strategic Plan Goals (January)
3. Equity Professional Development (Ongoing)
4. ACE input into the 2020-2021 Budget (January/February 2020)
5. Equity Lens on Consultation: The Process of Reaching Communities (TBD)
6. Annual Student Achievement Reports (TBD)
7. Safe School Policy Consultation (TBC)
8. Status of English with Core French Program (February 2020)
9. Educator Lived Experiences (TBD)
10. ACE Annual Report (May)



Motion and Action Tracker

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
March 2019	<p>Original Motion: THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Metis and for male students of African descent.</p> <p>COW 16 Aril – Revised Motion</p> <p>A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent, as amended.</p> <p>B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First</p>	D. Baker	<p>Staff directed to explore what is available for First Nations, Inuit and Met's and male students of African descent.</p> <p>Concerns reflected in Mental Health Strategy</p> <p>Intentional collaboration between Equity, Indigenous and Learning Support Services to identify and address issues.</p> <p>Exploring possibility of a metal health youth symposium. in 2020</p>	On going	

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
	Nations, Métis, Inuit and for male students of African descent, as amended.				
September 2018	Equity Lens on Consultation	J. Lawrence	TBC	Referenced in the 2019-2023 Strategic Plan	
	Follow up regarding how the Board can investigate antidotal evidence that indicate high suspension rates of black students	D. Baker J. Oracheski	TBC	Identity-based data collection results to address.	
	Organizational Chart	D. Baker			Annual
May 2018	Listening and building capacity	Jacqueline Lawrence	Long range planning		Community Voice a standing agenda item. Completed
	Panel discussion with teachers to share their lived experiences	Jacqueline Lawrence	Long range planning		
April 2018	OCDSB Hiring Practices to build a representative workforce	Jacqueline Lawrence	Invitation to Human Resources Superintendent for 2018-2019 meeting		Referenced in the 2019-2023 Strategic Plan
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

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
	<p>OCDSB hiring page missing OCDSB's commitment to building a representative workforce</p>	<p>Jacqueline Lawrence</p>	<p>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</p>		<p>Completed</p>
<p>March 2017</p>	<p>Educators' DEI Knowledge capacity to address world issues in classrooms</p>	<p>Jacqueline Lawrence</p>	<p>Long range planning</p>		
<p>September 2016</p>	<p>Equity Lens on Data Collection to support Graduation rates</p>	<p>Jacqueline Lawrence</p>	<p>Shared information with Research Team who then attended ACE meeting to discuss Achievement Report results</p>	<p>Ongoing</p>	