

ADVISORY COMMITTEE ON EQUITY

Thursday, February 27, 2020, 6:00 pm
Continuing Education - Library - Room C210
440 Albert Street
Ottawa, Ontario

	Pages
1. Welcome	30 mins
<i>Elaine Hayles, Interim Chair</i>	
1.1 Land Acknowledgement	
1.2 Introductions	
2. Valuing Community Voices	15 mins
<i>Camille Williams-Taylor, Director of Education</i>	
3. ACE's Role and Relationship with Trustees	30 mins
• <i>Lynn Scott, Trustee Zone 1, Chair of the Board</i>	
• <i>Rob Campbell, Trustee Zone 5</i>	
4. ACE's Role and Relationship with the Senior Team	30 mins
<i>Dorothy Baker, Superintendent of Instruction</i>	
5. OCDSB's Strategic Plan 2019-2023	30 mins
<i>Halcián Joseph-Clost, Strategic Business Analyst</i>	
5.1 Overview of the OCDSB Strategic Plan 2019-2023	1
6. OCDSB's Equity Journey and the Role of ACE	30 mins
<i>Jacqueline Lawrence, Diversity & Equity Coordinator</i>	
6.1 Policy P.008. GOV Advisory Committee on Equity	7
6.2 2018-2019 ACE Annual Report	15
7. Key Next Steps	15 mins
7.1 2019-2020 Schedule of Meetings	
a. 26 March 2020	

b. 23 April 2020

c. 28 May 2020

7.2 Vacant Positions

25

7.3 Working Committees

8. Adjournment

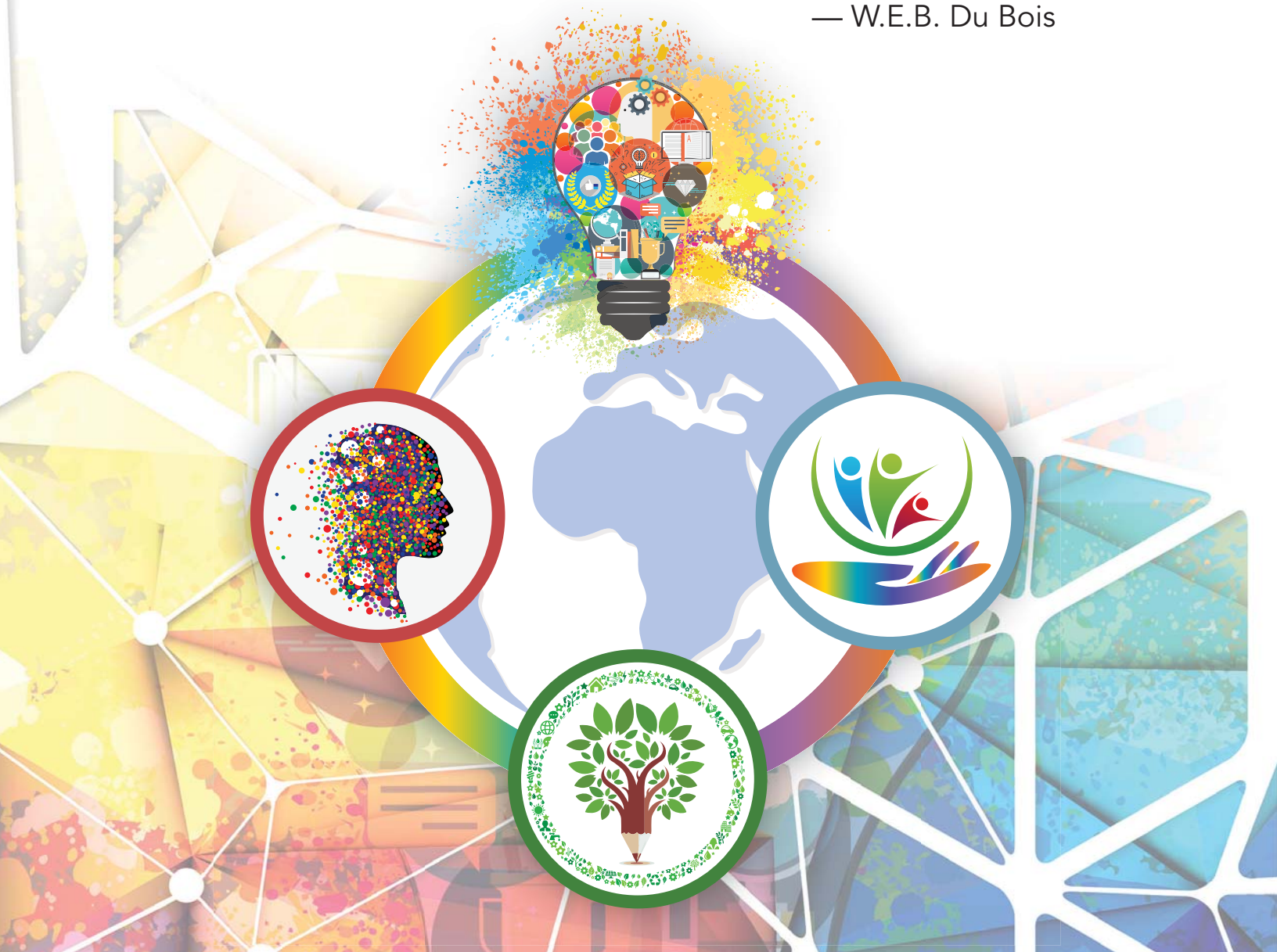


BUILDING BRIGHTER FUTURES TOGETHER

2019 – 2023 STRATEGIC PLAN

"Education must not simply teach work — it must teach life."

— W.E.B. Du Bois



We acknowledge that our District is on unceded and unsundered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.

Strategic Plan 2019–2023

Creating a culture of Innovation, Caring and Social Responsibility...

means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.



Educating for Success — Inspiring Learning. Developing Well-Being and Building Social Responsibility

Our goal was to create a simple, measurable and impactful plan that is meaningful to students, staff and community members. Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to that change. With this in mind, we are excited that our new strategic plan has three key objectives — to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive this cultural shift, we have established three goals for each objective — one with a student focus, one with a staff focus and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.



Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.

Our Goals:

- Champion high learning expectations for all students in all programs.
- Promote collaborative environments which foster innovation and creativity.
- Modernize instruction and administrative processes.



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.

Our Goals:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- Champion and nurture a safe, caring and respectful workplace.
- Build authentic engagement with and among our communities.



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Our Goals:

- Remove barriers to equity of access, opportunity, and outcomes.
- Model responsible and ethical leadership and accountability.
- Foster progressive stewardship of the environment, and human and financial resources.



Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.

OUR GOALS:

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

DESIRED OUTCOMES:

For Students

- Improved student achievement;
- Increased graduation success in all pathways;
- Increased sense of relevance and motivation for students;

For Staff

- Increased capacity to support personalization of learning;
- Increased leadership capacity; and

For System

- Improved business processes and efficiency.

STRATEGIES:

- Establish targets for student achievement;
- Provide professional learning and tools to support quality instruction and collaboration;
- Create conditions to support creativity, innovation and evidence-based practice;
- Modernize learning and enhance student experience; and
- Optimize resources and technology to modernize business processes.

OUR GOALS:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

DESIRED OUTCOMES:

For Students

- Improved equity of access, opportunity and outcomes;
- Improved student well-being;
- Enhanced student safety;

For Staff

- Improved employee well-being;
- Improved employee engagement;

For System

- Increased parent voice;
- Increased community partnerships; and
- More representative workforce.

STRATEGIES:

- Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;
- Provide learning opportunities and resources to support student well-being;
- Foster conditions to improve workplace safety and employee well-being;
- Enhance communications and develop mechanisms to build employee engagement; and
- Build system capacity to support parent and family engagement at the classroom, school and district levels.



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

OUR GOALS:

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

DESIRED OUTCOMES:

For Students

- Improved social and emotional skills;
- Increased student voice;
- Improved student behaviour;
- Reduced disproportionate representation;

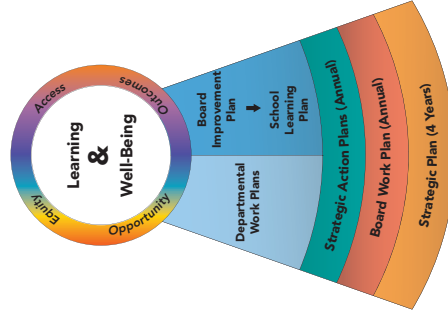
For Staff

- Improved leadership capacity;
- Improved employee engagement and recognition;

For System

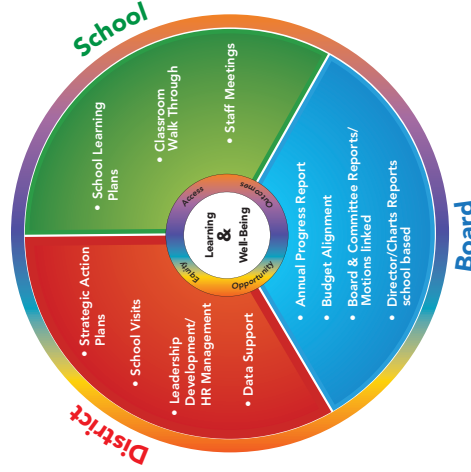
- Improved decision-making;
- Improved governance practices; and
- Improved environmental practice and reduction in greenhouse gas emissions.

How are we going to move this work forward?



The Strategic Plan sets a course for the next four (4) years. Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities. The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives. Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan. The Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.

How will we monitor progress?



As a system, we have to monitor progress in the classroom, at the school level, at the District level and in the Boardroom. This creates a cycle of accountability. Some sample questions to guide our monitoring include:

1. Is there evidence of these priorities in schools, classrooms, and workplaces?
2. Is decision-making guided by the strategic priorities?
3. Are we creating conditions to promote a change in culture?
4. Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?
5. How does the data/evidence inform our work?

Key Performance Indicators (KPIs)

Key Performance Indicators are used to measure change. The following KPIs include a mix of current data sources as well as some new data sources. For example, measuring student, staff, and parent experiences will require the collection of perceptual data. This type of data is an essential element of any strategy which seeks to effect change in culture.

The District currently collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. This includes the ability to generate disproportionality indices as a measure of progress in removing barriers and improving equity of access, opportunity, and outcome.

The KPI's will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.



Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.

Key Performance Indicators:

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience (Annual survey data)



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.

Key Performance Indicators:

- School climate (sense of belonging, bullying incidents, suspensions & exclusions)
- Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
- Student engagement (attendance, student voice)
- Parent engagement (participation, parent voice, representation)



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Key Performance Indicators:

- Social Emotional Skills (OECD study data)
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship (GHG emissions rate)



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 2018-19

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

June 4, 2019

Introduction

It is said that “transformation occurs in conversations”. Conversations, rooted in diverse voices and experiences make up the heart and backbone of the OCDSB’s Advisory Committee on Equity (ACE). And, it is through courageous, challenging and necessary conversations that ACE members share and listen for relevant and creative possibilities “to advise the Board of Trustees on the review, development, implementation and monitoring of all policies that support student achievement and well-being” In the 2018-19 school year, ACE continued to liaise with community stakeholders, parents, students and community partners to strengthen their recommendations for the District to foster equitable, safe and inclusive learning and working environments.

As part of its evolution, different voices enter and leave ACE’s conversation space yearly. We acknowledge and thank Trustee Erica Braunovan as trustee representative, Stacey-Ann Morris, Nadine Clarke, Leslie Giddings for their contributions to the conversation over the years. And, we welcome Trustee Rob Campbell and Chris Ellis as the Board representatives, Trustee Lynn Scott, Raigelee Alorut (Tungasuvvingat Inuit), Sonia Nadon-Campbell and Sue Crowin from SEAC, Clara Morgan, Sue Rice (Equity Instructional Coach) who have all brought different perspectives and experiences to enrich ACE’s conversations.

2018-19 Priorities and Accomplishments

In the 2018-19 school year, along with its continued focus on engagement, research and valuing diverse types of knowledge, ACE also focused on strengthening the communication channels with communities and trustees to ensure they have access to the reports that capture the rich conversations generated during ACE meetings. In addition, ACE participated in the professional development for Advisory Committee Chairs to ensure the conversation space is navigated with ease. A brief summary of these priorities are provided below.

Engagement

In 2018-19, ACE’s engagement conversations focused on the following key areas:

- Ensuring diverse voices are connected and included to identify systemic barriers and opportunities, tools and resources are available to address them;
- Strengthening a two-way communications between communities and ACE and ACE and the Board;

- Developing a Communications and Marketing Membership Outreach Campaign; and,
- Applying a diversity, equity and inclusion lens on District priorities.

Ensuring diverse voices are connected and included

With its revised mandate and having a seat at the Committee of the Whole (COW) table, ACE expanded opportunities for communities to engage in two ways. It created a community voice standing item at the beginning of each meeting's agenda. This demonstrated ACE's commitment to put the voice of parents, students and communities first. The intention is to hear their stories and, whenever possible, their proposed solutions to inform how ACE can support identifying and addressing systemic barriers that currently impact equity of access and opportunities within the OCDSB. These stories are also a qualitative data source to inform ACE's recommendations to the Board.

ACE also added a conference line for members to be able to attend meetings virtually if they are unable to do so in person so that quorum is achieved. We have also found that this has expanded avenues for parents, students and community partners to participate in these important conversations.

Strengthening a two-way communications with communities and the Board

ACE strengthened two way communication channels with its key stakeholders this year by realigning the distribution of ACE's minutes with Board Services to ensure trustees and community members have access to ACE minutes on the website. ACE also implemented a Motion/Action Tracking Report and Long Range Planning process to enhance transparency regarding the status of key priorities, including feedback from the Board and District staff regarding ACE recommendations.

Developing a Communications and Marketing Membership Outreach Campaign

ACE's revised mandate strengthens the voice of parents with students currently enrolled in OCDSB schools and community representatives from organizations and agencies representing and/or serving OCDSB parents and students. To this end, while preparing to develop its membership outreach campaign, ACE reviewed its membership composition to ensure that distinct subgroups within the Indigenous, racialized, 2SGLBTTQ+ and Persons with Disabilities communities were listed to ensure they would also receive the invitation to appoint members. As well, members believed it was important to include the contributions and difference that ACE is making within the District in the promotional materials. This will enable interested individuals or organizations to see how their time will be invested and to envision how they can add or expand the conversation.

A Membership Committee was struck and tasked to pull the campaign together with the support of the Communications department. To this end, the team was able to identify the membership outreach theme of: *Together: We Can Make a Difference* and drafted invitation letters, a poster and web banner that will be on our site for the duration of the campaign from the end of May to the end of August, 2019. In addition, the

Communications department will engage in a social media campaign via Facebook and twitter.

Applying a diversity, equity and inclusion lens on District priorities

During the 2018-19 school year, ACE was invited to provide a diversity, equity and inclusion lens on the following District priorities: the Strategic Plan, Budget, Identity Based Collection and the Mental Health Strategy. The summary of the conversation around the Identity Based Data Collection will be provided under ACE's research update given its direct alignment with ACE's research commitments.

Strategic Plan

ACE acknowledged the Strategic Plan information gathering process for visibly integrating diversity and equity elements such as translation, bias aware questions, and the willingness of staff to work with community members to input the data for those who may not have access to technology or who may require accessible accommodation beyond the ThoughtExchanges compatibility with assistive devices.

ACE's contribution to the Strategic Plan conversation focused on the following: ensuring communication strategies link parents participation to their child's success and well-being; engaging the most vulnerable populations to voice their lived experiences; inviting community groups, especially those that have not traditionally engaged with the OCDSB, to host forums as Indigenous and equity seeking communities are increasingly voicing the mantra "nothing about us without us"; creating a welcoming atmosphere through the ritual of breaking bread together to provide a safe environment; tapping into the expertise of community partners with access to parents and students and their understanding of key issues that impact certain communities; supporting students and parents with limited access to technology by exploring the possibility of schools being a community hub to facilitate access and investigating the possibility of a mechanism for voluntary self-identification (as many boxes as relevant to reflect intersectionality of identities) within the Thoughtexchange platform so that the District can know which communities are engaged and what ideas they bring forward.

2019-2020 Budget Overview

During a presentation on the 2019-2020 Budget Overview, members appreciated the learning around growth opportunities such as the increase in enrollment while understanding that forthcoming challenges due to recent decisions by the province. Members also appreciated the inclusion of equity-related initiatives such as funding for RAISE schools, MLOs, Indigenous support staff and breakfast programs.

The conversation that followed centered on a more direct alignment of the budget with the strategic plan's equity goals to better align the allotted investments as a measurement to foster student achievement and well-being. To further illustrate this point, some members noted that Black students are not getting the financial support they need and should be granted. When these supports were spoken to specifically around matters relating to mental health, both Black and Indigenous representatives voiced similar concerns and as a result, the following motion was recommended to the Board:

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 Black African descent.

ACE was pleased to hear that the motion was heavily discussed at COW and amended as follows:

Moved by Trustee Braunovan, Seconded by Trustee Campell

THAT the following motion be referred to staff to provide additional information, including consultation with the Advisory Committee on Equity, prior to presentation at the Board meeting in September 2019.

Moved by Trustee Ellis, seconded by Trustee Braunovan,

- 1. 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.**
- 2. 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 Nations, Métis, Inuit and for male students of African descent.**

Mental Health Strategy

As a result of the motion mentioned above, staff requested ACE's input in the draft Mental Health Strategy that is being developed to be implemented in the 2019-2020 school year. ACE invited a stronger reference to the impact of the experiences that students with a single or intersecting racial, cultural and gender identities may have on their mental health. ACE will provide additional input in the coming weeks and looks forward to the strategy coming back to the table in the fall for more detailed conversation and on-going updates.

Research

ACE's research focus is about getting to know the diverse mix of students and parents that are being served within the District. This year, the District's forthcoming Identity Based Data Collection and ACE's Community Forum with Students sharing their lived experiences provided rich conversations to inform ACE's work moving forward.

Identity Based Data Collection

ACE was pleased to hear and see concrete plans outlining the District's focus groups with community partners, students and parents to inform the data gathering process and questions in order to meet the District's timeline to complete its 2nd Identity Based-Data Collection process in November 2019. The direction is very much in alignment with ACE's call over the years for disaggregation of data to possible disproportionalities such indicators as suspensions and early school leavers with the intention to identify

underlying trends, patterns or insights to inform program direction and measures around student success and well-being.

ACE wanted to ensure that as OCDSB moves through the process it was understood that self-identity is not necessarily about self, but more about how other people perceive you and ascribed identities cannot be gleaned from personal information, however, the social categories within the standards may help the District differentiate questions about race and ethnic origins. As a result, capacity building and training are critical to ending systemic racism. This underscores the need to communicate clearly the purpose and use of the data being collected to build trust, especially with the Indigenous and Black communities that have had historical experiences of information being collected and seeing very little shift in practices to serve them effectively.

ACE also had questions around the application of the Ownership, Control, Access and Possession (OCAP™) principles pertaining to Indigenous groups and its relation to data collection, whether or not the data collection would extend to staff, include a focus on Southeast Asian communities, and how intersectionality of students will be captured. Other considerations from ACE included; recognizing that the Ottawa-Carleton District is particularly distinct as it is a rural, suburban and urban board; inviting the students from the Black Student Forum, Rainbow Youth Forum and Indigenous Youth Symposium to participate in the focus groups; listening how ACE can be involved in the collection of the qualitative data and community conversations and stressed the importance of a bottom-up approach and expressing an interest in the results of the focus groups.

Community Forum with Students

For the second year, ACE invited students to share their lived experiences. The students represented the three major student voice forums in the District: the Indigenous Student Symposium, the Rainbow Youth Forum and the Black Students Forum. A summary of their stories are provided below.

Indigenous Voice

- Little programming or information to engage Indigenous students in my school, but in the District's Indigenous Youth Symposium and leadership camp felt more welcomed;
- As a minority in my school, I stand out and other students act differently around me;
- Believe it is essential for the District to provide resources and spaces for all cultures so that students feel comfortable as most often have to research on my own and it would be helpful if the school provided more information. For example, when bullied, the school administration did little to intervene, and I had to take time away from school to escape and begin to heal.
- Recommends that the OCDSB:
 - host presentations throughout the year to inform all students about Indigenous history to create awareness and understanding.

- enhance education for teachers to be able to better present Indigenous history and studies.
- Many students may not feel comfortable with providing accurate information during the identity based data collection initiative if it is not anonymous.

Trans Voice

- Rainbow Youth Forum provides 2SLGBTQ+ students with a safe place to explore the issues students experience in schools; helped me to come to terms with feelings to shape and fully express self.
- Important for 2SLGBTQ+ history and information to be included in the curriculum (it is our civil rights history) because many Trans students are forced to get their information online and there is a lot of misinformation. It would also be good to see self in the curriculum.
- Educators and administrators need to be more informed of the broad terms and language of the 2SLGBTQ+; using non-gender language is a small change to help foster feelings of inclusion. As well need to understand transsexual health as this is the area Trans students struggle with the most.
- Current school is a welcoming place and the staff has a great understanding of my identity compared to last school where I felt unsafe and unwelcomed because teachers and administrators did little to help after a violent incident.
- Expressed concern about participating in the identity based data collection online for fear others are looking over your shoulders. The suggestion of a voting box or private booth format where paper forms could be completed in private;
- Trans students are often anxious about washrooms because of safety issues in using preferred washroom and gender neutral washrooms single out Trans students. Propose "I'll go with you" system, where other students wear an identifier to indicate their willingness to support Trans peers.

Black & Muslim Voice

- Although attends a multi-cultural school, still feels like a visible minority as a Black, Muslim man;
- Expressed the importance of diverse representation of staff to empower Black students to see themselves in teachers, support staff and administrators. I am lucky, in my school there is a Black principal. I see them in a place of authority, with empathy and has a real understanding of the types of issues Black students face both at school and within the community;
- Stressed the importance of seeing self and other Black students seeing themselves in future career opportunities, therefore they want to hear the stories of Black lawyers, scientists, doctors, and business leaders. The Black Youth forum provided this opportunity for Black students; more opportunities like this are needed across the District;
- Shared that the OCDSB needs 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. One of his teachers saw his potential and persistently encouraged their engagement in a variety of school initiatives. This encouraged them to take risks and brought

them to the Black Youth Forum. Because of this, I work as a leader in my school to empower fellow and future students;

- Highlighted importance of intersectionality; currently working on a project to reduce stigma of Black and Diasporic students in the 2SLGBTQ+ community; small campaigns like this help to create a spirit of equity and make everyone feel welcomed;
- Importance of inclusivity in education because histories of many peers are mere side topics and if they were highlighted it could help broaden understanding; and,
- Micro-aggressions experienced as a Black student helped to perpetuate division and attitudes.

They all agreed that the best for teachers and administrators to find out about their identities is to ask them what is your background, the use of pronouns or where they can tap into Indigenous resources instead of making assumptions about students.

Valuing Diverse Types of Knowledge

Capacity building speaks to the journey from intention to the impact of OCDSB policies, procedures and programs to foster an equitable and inclusive learning and working environment. In essence, it speaks to applying learning and showing instead of telling how practices are being transformed where it matters most: in the OCDSB classrooms; schools, departments and anywhere decisions are being made that impact student success and wellbeing. Understanding and valuing diverse types of knowledge is essential for this culture shift to happen and in particular for students, parents and staff to feel a sense of safety, welcome and belonging.

The capacity building necessary to demonstrate value of diversity types on knowledge were evident in our conversations in the following ways:

- The practice of Land Acknowledgement
- Curriculum development and implementation
- Professional Learning
- Equity Resources
- Building a representative workforce

Practice of Land Acknowledgement

This year, ACE began opening its meetings with the Land Acknowledgement. As guests on this land, this acknowledgement honours the different ways of knowing and being that Indigenous peoples have stewarded over the centuries. We fully endorse this practice in our schools as a start to understanding the truth of First Nation, Metis and Inuit experiences and listen for how we can support and work with our Indigenous members who call for their culture and teachings to be taught to strengthen Indigenous students while expanding the learning of non-Indigenous students and staff. .

Curriculum Development and Implementation

There were conversations about the role that communities can play in the development and delivery of curriculum. It was shared that although the curriculum is developed at the provincial level, teachers and administrators have leveraged community knowledge

to enhance and supplement the curriculum in a culturally sensitive manner. ACE was also listening for how to leverage community knowledge in a more expansive way across the District.

Professional Learning

In terms of staff professional development, ACE was happy to hear that culturally relevant and responsive pedagogy training was conducted with Central coaches, Learning Support Services and MLOs. As well, as a founding member of A Date with Diversity Learning Event, ACE was pleased to see staff, students and community members engaged in learning with, from and about each other to deepen their understanding of what it takes to journey from a focus on diversity to a focus on equity. ACE was pleased to hear about the plans for district wide learning around equity and unconscious bias.

Equity Resources

ACE continued its quest to know the type of equity resources that are available and accessible to students, staff, parents and the community to ensure that students see themselves in the curriculum and increase global awareness of their classmates. ACE appreciated the presentation by Curriculum Services on the resources that are currently shared with schools and welcomes the invitation to continue to listen for and share resources that may help Curriculum Service expand its resources.

Building Capacity through a Representative Workforce

In addition, various conversations throughout the year emphasized the importance of the District's hiring and retention practices to build a workforce population that is representative of the students it serves. ACE supports this notion more and more given the increasing number of student and parent voices seeking more representation to ensure a better understanding of the nuances and impact the lived experiences and to provide role models to aspire Indigenous and equity seeking group students to pursue post-secondary education, including seeing education as a viable career path. ACE is very interested in seeing if the recent provincial government's announcement regarding changes to Regulation 274 will support this process while being mindful that some federations see this change may see an exodus of occasional teachers thus escalating OT shortages and impacting this diverse pipeline for future positions.

Key Next Steps

As the District becomes more intentional about its journey from diversity to equity, ACE's 2018-19 conversations to once again put in the space the following recommendations:

- 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;
- Outline concrete initiatives that will honour the Board's commitment to honour the UN Decade for people of African Descent;

- Develop a diversity, equity and inclusion lens to support the work of schools and departments, including when consultations are being conducted to ensure multiple ways that responses can be gathered (i.e. online, face to face, focus groups) and the opportunity for respondents to voluntarily self-id to ensure data is being collected on the communities that are engaged and those that are not; and,
- Enhance equity page to include resources for staff, students and the community; events, videos, pictures, celebration of successes and which is user friendly

ACE will continue to do its part to contribute by:

- Strengthen its membership base to ensure diverse voices are at the table and ensure alignment with the evolving language of each group's identity;
- Continue its community outreach forums to hear the stories to gain a better understanding of the experiences of students, staff and communities, including meetings within community at various locations to enable different voices to be heard;
- Continue use of technology to allow different voices to join the conversation;
- Leverage the knowledge and skills of non-voting members and guests through working and ad hoc groups; and,
- 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, Clara Morgan, Chukwuemeka Ndukwe, Harvey Brown, and Nadine Clarke, whose commitment has been greatly appreciated. A special thank you to our community agency representatives: Jane Fjeld, Youth Services Bureau, Lisa Montroy from Family Services Ottawa and Ruth Sword and Jean Goulet from the Spiritual Care Group in Secondary Schools, and Raigelee Alorut (Tungasuvvingat Inuit).

We are thankful to our trustee representatives Rob Campbell and Chris Ellis. As well, we wish to recognize Trustees Donna Blackburn and Lynn Scott who regularly attended the meetings to provide support to the equity work that is unfolding in the OCDSB. We also acknowledge the regular presence of the following community representatives: Professor Timothy Stanley, Bob Dawson and June Girvan.

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 (2018-2019)

	NAME	MEMBER AFFILIATION
	Chukwuemeka Ndukwe	Community Rep
	Elaine Hayles	Community Rep; Acting Chair
	Harvey Brown	Community Rep
	Nadine Clarke	Community Rep
	Claire Morgan	Community Rep
	Stacey-Ann Morris	Young Leaders Advisory Council
	Jane Fjeld	Youth Services Bureau
	Saadia Nuh	Ottawa Community Services Organization OCISO
	Raigelee Alorut	Tungasuvvingat Inuit
	Lisa Montroy	Family Services Ottawa
	Ruth Sword	Spiritual Care in Secondary Schools
		Spiritual Care in Secondary Schools
	Donna Blackburn	Trustee
	Rob Campbell	Trustee Representative to ACE (incoming)
	Chris Ellis	Trustee Representative to ACE (incoming)
	Erica Braunovan	Trustee Representative to ACE (outgoing)
	Sonia Nadon-Campell	SEAC
	Sue Crowin	SEAC
	Bob Dawson	Community
	June Girvan	Community
	Hindia Mohamoud	OLIP
	Denise Deby	OLIP
	Professor Timothy Stanley	University of Ottawa
	Eldon Holder	Community Member at large
	Professor Awad Ibrahim	Community Member at large
	Nimao Ali	EISC of Ontario
	David Sutton	OCDSB
	Ken Mak	OCDSB
	Jimmy Pai	OCDSB
	Nicole Guthrie	OCDSB
	David Wildman	OCEOTA
	Dorothy Baker	Superintendent of Instruction
	Janice McCoy	Superintendent of Human Resources
	Sherwyn Solomon	Principal, York St. Public
	Jacqueline Lawrence	Diversity & Equity Coordinator
	Nancy Henry	Aboriginal Education Instructional Coach
	Sue Rice	Equity and Instructional Coach
	Johanna Jackson Kelly	Curriculum Services

Vacant Positions	Working Committees to apply a human rights and equity lens on:
Chair	Culture of Innovation
Committee of the Whole Representative	Culture of Caring
Extended Day Care	Culture of Social Responsibility
	Operations Committees
	Communications & Community
	Engagement
	Membership