

## ADVISORY COMMITTEE ON EQUITY

Thursday, June 4, 2020, 6:00 pm

Zoom Meeting

Pages

1.	Welcome	
	Elaine Hayles, Interim Chair	
1.1	Land Acknowledgement	
1.2	A Moment of Silence for George Floyd	
2.	Approval of the Agenda	
3.	Department Update	
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# OCDSB Learn at Home Plan



## Kindergarten to Grade 3 5 Hours Per Week

- Focus on Literacy and Mathematics
- Student engages in 5 hours of teaching and learning per week
- Students will receive feedback on their learning and progress.
- Students will receive a report card at the end of Term 2.
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances.

## Grades 4 to 6 5 Hours Per Week

- Focus on Literacy, Mathematics, Science and Technology and Social Studies
- Student engages in 5 hours of teaching and learning per week
- Students will receive feedback on their learning and progress
- Students will receive a report card at the end of Term 2.
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances.

## Grades 7 to 8 10 Hours Per Week

- Focus on Literacy, Mathematics, Science and Technology and History/Geography
- Student engages in 10 hours of teaching and learning per week
- Students will receive feedback on their learning and progress
- Students will receive a report card at the end of Term 2
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances.



## Grades 9 to 12 3 Hours Per Course, Per Week (semestered)

- Focus on credit accumulation and graduation for Grade 12 students
- **Student engage in 3 hours of teaching and learning per week for course (Semestered)/1.5 hours of teaching and learning for course (Non-Semestered)**
- Students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers. Ongoing feedback will be provided.
- Grade 12 students will receive mid-term marks and all secondary students will receive a final report card at the end of Semester 2.
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances.

Special  
Education

Technology

Online  
Resources

English Language  
Learners

eLearning

Assessment  
and Evaluation



# Intervention – Plan d'apprentissage à domicile de l'OCDSB



## De la maternelle à la 3<sup>ème</sup> année 5 heures par semaine

- Accent sur l'alphabétisation et les mathématiques.
- L'élève participe à 5 heures d'enseignement et d'apprentissage par semaine.
- Les élèves recevront un retour d'information sur leur apprentissage et leurs progrès.
- Les élèves recevront un bulletin de notes à la fin du deuxième trimestre.
- Les éducateurs collaboreront avec les élèves et les familles pour s'assurer que l'apprentissage et la communication répondent le mieux possible aux besoins de l'élève et à sa situation familiale.

## De la 4<sup>ème</sup> à la 6<sup>ème</sup> année 5 heures par semaine

- L'accent porte sur l'alphabétisation, les mathématiques, les sciences et technologies et les études sociales.
- L'élève participe à 5 heures d'enseignement et d'apprentissage par semaine.
- Les élèves recevront un retour d'information sur leur apprentissage et leurs progrès.
- Les élèves recevront un bulletin de notes à la fin du deuxième trimestre.
- Les éducateurs collaboreront avec les élèves et les familles pour s'assurer que l'apprentissage et la communication répondent le mieux possible aux besoins de l'élève et à sa situation familiale.

## 7<sup>ème</sup> et 8<sup>ème</sup> année 10 heures par semaine

- L'accent porte sur l'alphabétisation, les mathématiques, les sciences et technologies et l'histoire et la géographie.
- L'élève participe à 10 heures d'enseignement et d'apprentissage par semaine.
- Les élèves recevront un retour d'information sur leur apprentissage et leurs progrès.
- Les élèves recevront un bulletin de notes à la fin du deuxième trimestre.
- Les éducateurs collaboreront avec les élèves et les familles pour s'assurer que l'apprentissage et la communication répondent au mieux aux besoins de l'élève et à sa situation familiale.



## De la 9<sup>ème</sup> à la 12<sup>ème</sup> année 3 heures par cours par semaine (par semestre)

- L'accent porte sur l'accumulation de crédits et l'obtention de diplômes pour les élèves de 12<sup>ème</sup> année.
- **Les élèves suivent 3 heures d'enseignement et d'apprentissage par semaine pour le cours (par semestre)/1,5 heure d'enseignement et d'apprentissage pour le cours (non par semestre)**
- Les élèves se verront confier des tâches d'apprentissage, des projets et des activités culminantes qui seront notés par leurs enseignants. Un retour d'information continu sera fourni.
- Les élèves de 12<sup>ème</sup> année recevront des notes de mi-parcours et tous les élèves du secondaire recevront un bulletin final à la fin du deuxième semestre.
- Les éducateurs collaboreront avec les élèves et les familles pour s'assurer que l'apprentissage et la communication répondent au mieux aux besoins de l'élève et à sa situation familiale.

Éducation  
spéciale

Technologie

Ressources  
en ligne

Apprentissage  
de l'anglais

Apprentissage  
en ligne

Appréciation  
et évaluation





# خطة مجلس مدارس منطقة أوتاوا وكارلتون OCDSB للتعلّم عن بُعد

## الصف الرابع إلى الصف السادس 5 ساعات أسبوعيًا

- التركيز على مهارات القراءة والكتابة والرياضيات والعلوم والتكنولوجيا والدراسات الاجتماعية.
- ينهمك الطالب لمدة 5 ساعات أسبوعيًا في أنشطة التعليم والتعلّم.
- سيتلقّى الطلاب التعليقات التقييمية الخاصة بتعلّمهم وتقدّمهم.
- سيحصل الطلاب على كشف العلامات أو التقرير المدرسي في نهاية الفصل الدراسي الثاني.
- سيعمل المربّون مع الطلاب والأهالي لضمان أن التعلّم والتواصل يُلبّيان احتياجات الطلاب وظروف أسرهم على أفضل وجه.

## الروضة إلى الصف الثالث 5 ساعات أسبوعيًا

- التركيز على مهارات القراءة والكتابة والرياضيات.
- ينهمك الطالب لمدة 5 ساعات أسبوعيًا في أنشطة التعليم والتعلّم.
- سيتلقّى الطلاب التعليقات التقييمية الخاصة بتعلّمهم وتقدّمهم.
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OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## الصف التاسع إلى الصف الثاني عشر 3 ساعات أسبوعيًا لكل مادة دراسية (تمتد لفصل دراسي كامل)

- التركيز على جميع الساعات المعتمدة والتخرج لطلاب الصف الثاني عشر.
- ينهمك الطلاب في أنشطة التعليم والتعلّم لمدة 3 ساعات أسبوعيًا لكل مادة دراسية (تمتد لفصل دراسي كامل) أو 1.5 ساعة أسبوعيًا لكل مادة دراسية (لا تمتد لفصل دراسي كامل).
- سيُعطى الطلاب مهام تعلّمية تتنوّع بين الواجبات والمشاريع والأنشطة الختامية التي ستُصحّح من قبل معلميهم. ستُعطى التعليقات التقييمية للطلاب بشكل مستمرّ.
- سيحصل طلاب الصف الثاني عشر على علامات منتصف الفصل الدراسي، أما جميع طلاب المرحلة الثانوية الآخرين فسيحصلون على كشف العلامات أو التقرير المدرسي في نهاية الفصل الدراسي الثاني.
- سيعمل المربّون مع الطلاب والأهالي لضمان أن التعلّم والتواصل يُلبّيان احتياجات الطلاب وظروف أسرهم على أفضل وجه.

## الصف السابع إلى الصف الثامن 10 ساعات أسبوعيًا

- التركيز على مهارات القراءة والكتابة والرياضيات والعلوم والتكنولوجيا والتاريخ/الجغرافيا.
- ينهمك الطالب لمدة 10 ساعات أسبوعيًا في أنشطة التعليم والتعلّم.
- سيتلقّى الطلاب التعليقات التقييمية الخاصة بتعلّمهم وتقدّمهم.
- سيحصل الطلاب على شهادة التقرير المدرسي في نهاية الفصل الدراسي الثاني.
- سيعمل المربّون مع الطلاب والأهالي لضمان أن التعلّم والتواصل يُلبّيان احتياجات الطلاب وظروف أسرهم على أفضل وجه.

التقدير  
والتقييم

التعلّم الإلكتروني

مواد لتعلّم  
اللغة الإنجليزية

الموارد المتاحة  
عبر الإنترنت

التكنولوجيا

التعليم  
الخاص





### **Questions for the District from ACE Members**

- 1. How is OCDSB ensuring all students have access to the devices they need to fully participate in distance learning?**
- 2. How is OCDSB ensuring all students have access to reliable, high-speed internet to continue their education?**
- 3. How is OCDSB supporting schools in structuring instructional time to meet the needs of students with varying levels of access to the internet and technology?**
- 4. How is the OCDSB supporting students with disabilities who need specialized instruction, related services, and other supports during school closures?**
- 5. How is OCDSB ensuring the instructional needs of English language learners are supported during school closures?**
- 6. What kind of support and professional development are you providing to teachers, teacher's assistance etc, in supporting the needs of boys, students in special education, English language learners, First Nation, Inuit, Métis, African/Caribbean/Black - groups that have been explicitly identified by the Literacy and Numeracy Secretariat as under-performing?**
- 7. How is OCDSB supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures?**
- 8. How are you maintaining regular communication with students and families — particularly the most vulnerable — during school closures?**
- 9. How is OCDSB measuring student progress to ensure students and families have an accurate picture of student performance for this school year?**
- 10. How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for post secondary and/or career?**



# Translation and Translated Supports for English Language Learners

## Technology Extensions / Programs and Support

Google Translate		Google Classroom	Google Meet
<a href="#">Google Translate - OCDSB</a> - change language (top left)  Google Translate Install Video- <a href="#">English</a>  <a href="#">Google Translate and Google Sheets</a>	<a href="#">How to Translate a PDF</a>  <a href="#">Visual to Use Google Translate</a>	<a href="#">Google Classroom instructions in Arabic</a>  <a href="#">Translate Google Classroom</a>  How to use <a href="#">Google Classroom Arabic</a>  <a href="#">Google Classroom - Student Tutorials</a> (12 languages)	Google Meet <a href="#">How to Join - Arabic</a> Google Meet - <a href="#">Join and Etiquette - Arabic</a>  Visuals: <a href="#">Arabic</a> / <a href="#">Arabic French</a>
YouTube's Translation Tool		Chromebook	Hot Spots
<a href="#">How to use YouTube's Translation Tool</a> (voiceless)	How to use Youtube translation Tool - <a href="#">Hindi</a> <a href="#">Urdu</a> <a href="#">Arabic</a>	<a href="#">Chromebook instructions</a>	<a href="#">Setting up Samsung Hot Spots</a> For families who are getting devices from the OCDSB <a href="#">Arabic</a> <a href="#">French</a> <a href="#">Somali</a> <a href="#">Urdu</a> <a href="#">Chinese</a>

## Communication support for families

OCDSB	Wellness		
<a href="#">OCDSB website</a> - translate at the top left	<a href="#">Stop the Spread- Arabic</a>  <a href="#">Stop the Spread - Punjabi</a>	<a href="#">Mental Health resources: COVID-19 Facts</a>	<a href="#">Ministry of Health - translated docs to support understanding of COVID-19</a> (#18)
Learn at Home <a href="#">Arabic</a> <a href="#">French</a>		<a href="#">Mental Health support</a> - Jewish	<a href="#">Ottawa Public Health</a>

# Translation and Translated Supports for English Language Learners

		Family Services	
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## Teacher Resource Support

Additional support:		
<a href="#">World Stories</a> - multi-languages	<a href="#">Numeracy - Parent Guide</a>	<a href="#">Storybooks Canada</a> - multilingual books
<a href="#">Literacy / Numeracy Parent Guide</a>	<a href="#">Activities to do at home</a> - ESLBlog - 29 languages (12 weeks)	<a href="#">Unite for Literacy</a> multilingual books
<a href="#">Science</a> - multilingual books	<a href="#">Binogi</a> - Literacy and Numeracy, can translate information into both written and spoken	

## Communications Initiatives During COVID-19

In any emergency, communications is a vital source of aid for affected populations. Through the COVID-19 pandemic, the OCDSB Communications team has remained focused on ensuring parents, students and staff have been able to receive timely and accurate information. These efforts have been motivated by the OCDSB's commitment to a culture of caring.

In doing so, we have worked to blend information about school closures and learning, with links to key health authorities, mental health resources and community support mechanisms.

Due to the nature of this evolving situation, we have not always had the information needed available. However, Communications has worked to maintain a regular flow of information, logging queries and requests to be addressed when details would later become available.

## Communications Channels

All OCDSB owned channels have been used in communications response efforts as appropriate. This includes emails to all parents, students and staff; social media outreach via Facebook, Twitter and Instagram; and the OCDSB website has served as a central information hub.

Beyond this, the OCDSB has maintained regular contact with local media outlets and also purchased advertisements in multiple languages to reach diverse communities through CHIN radio.

**Email:** Since February 6, [more than 20 emails](#) have been sent to parents with information about topics ranging from health information, school closures, child care, learning at home, mental health resources, assessment, graduations and leaving ceremonies. A further [14 emails](#) have been sent to students on similar topics. These numbers do not include outreach on a school-level from principals and teachers. Beyond outward communication to all parents, District Communications staff have replied to more 300 emails from parents and students.

**Social media:** The OCDSB has an active social media following with more than 25,000 followers on Twitter and nearly 10,000 on Facebook, and 773 followers on Instagram. These sources have been used to amplify OCDSB announcements, share health information from official sources such as Ottawa Public Health, and provide links to important resources. Social media has also been used to showcase and highlight all of the creative ways school staff are reaching out to students.

**Website:** As COVID-19 advanced, the OCDSB website has been used as a key resource to inform parents and students. Content has been divided into two key landing pages:

1. [COVID-19 Resources](#): Contains all updates to parents and students, links to official health authorities, FAQs, health resources, letters to parents from the Minister of Education,

and mental health and community support resources (including resources for sponsors and newcomers).

2. [Learn at Home](#): Contains background details of OCDSB learning program during school closures, including background on Learn at Home Plan, parent guide, additional external online learning, videos with information about online tools (in English and Arabic), and links to additional resources and supports available.

**Media outreach:** The OCDSB maintains active relationships with local media outlets. From March – May, Communications staff have responded to more than 100 media requests from local and national news outlets seeking information about the OCDSB response to COVID-19 and ongoing learning.

**CHIN Radio:** From late April through May, the OCDSB purchased public service announcements in Italian, Spanish, South Asian, Portuguese, Haitian and Arabic on CHIN Radio for a four-week period. The advertisements addressed the following themes: requesting families connect with schools, learning at home, assessment and evaluation, mental health resources, Arabic-language resources available, and learning support resources. While many initiatives were engaged to reach families across the OCDSB, it's worth noting that during the CHIN radio ad campaign, the number of families schools had not yet reached dropped from 400 to 37.

### **Soliciting Feedback**

In April, the OCDSB launched a district-wide ThoughtExchange survey to solicit feedback from parents and students on learning at home. More than 7000 individuals participated, sharing 8900 thoughts for consideration. These efforts helped guide strategy and information provided to parents and students. A second survey would be sent to graduating students to receive their feedback on graduation ceremonies and celebrating the Class of 2020.



# OCDsB Student Survey Community Update – June 2020

## Identity Matters!

Understanding identity is essential to our ability to build relationships to support student learning and well-being. This is complex work that must be done in partnership with the community.

## Step 1 – Understanding Community Perspective

In the spring of 2019, focus groups were held to help identify systemic barriers and bias in the education system before collecting identity based data.

## Who did we meet with?

**44**  
Community  
Members



**147**  
Parents



**60**  
Students



## What did we hear?

### The Importance of Identity

"Identity is complex – it puts you into a community but emphasizes your individuality."

### Staff Awareness

"Opportunities that were open to me when teachers thought I was White have now been closed. Now that people know I am Indigenous, teachers expect me to only work on Indigenous topics and issues. Being Indigenous is treated like a disability"

### Representation

"...schools are doing a superficial level. The data shows that 43% of students are members of racial groups but only 8% is staff. On an international day, Caucasian teachers represent different nations, which is funny. Hiring practices are keeping the school board 'white'."

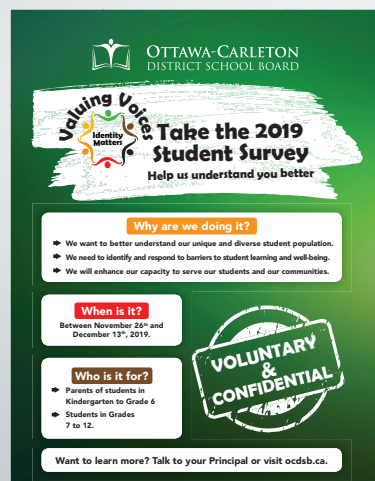
### Programming for Students

"My child was diagnosed with Dyspraxia — lots of work done to identify and then nothing happens after that."

### Connectedness

"...club and sports activities and, cultural celebrations are great opportunities to help us connect with friends who identify like us and increase our sense of belonging."

## What do we need to do?



## Step 2 – Data Collection

Between November 26, 2019 – January 31, 2020 the OCDSB invited students in grades 7–12 and parents of students in K-grade 6 to complete a survey called Valuing Voices, Identity Matters. The survey included demographic questions (race, ethnicity, language, religion, gender identity, sexual orientation, etc) and perceptual questions (experience with safety, sense of belonging, identity, and well-being.)

The survey was voluntary and confidential. The survey data is anonymized, stored in a separate database, and will only be used for research purposes.

## Survey Participation

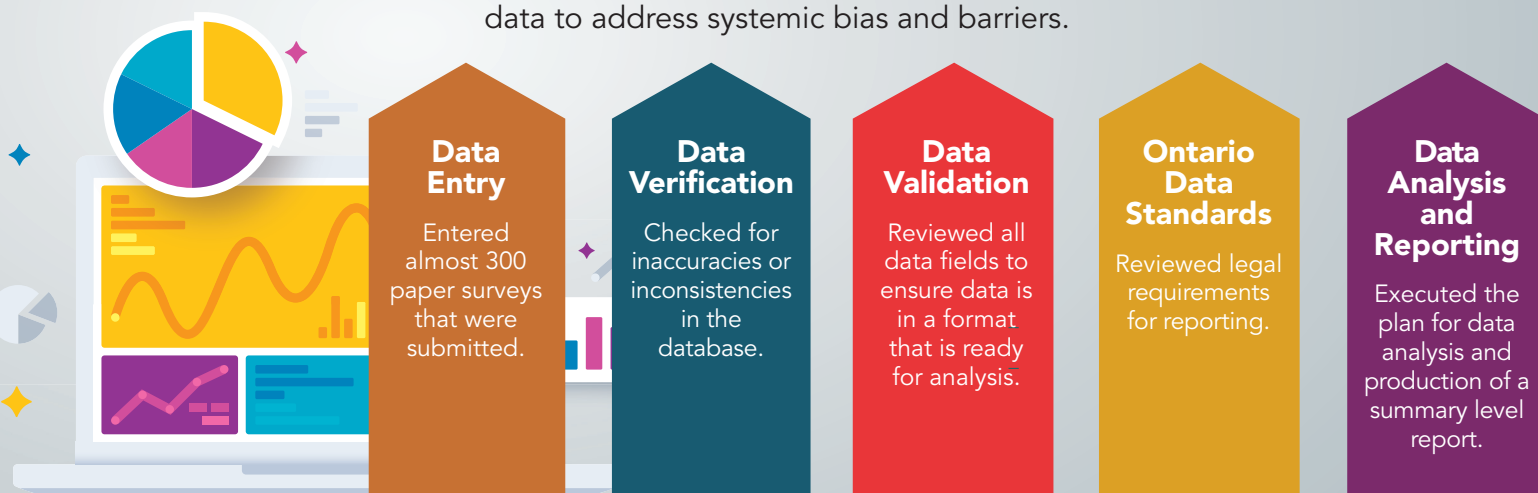
We had a tremendous response to the survey and appreciate the thoughtful participation of our students and families. Due to the voluntary nature of the survey, external data sources (where available) will be used to provide additional context about the representativeness of survey respondents.

Survey	Total Distributed	Total Returned	Response Rate
Parents (JK–6)	39604	12751	32.2%
Students (7–12)	35371	22137	62.5%
Overall (JK–12)	74975	34888	46.5%



# What have we been doing since the collection?

Collecting the data is the first step. Once collected there are several steps that must occur in order to ensure the database is properly structured and formatted. Once the database is established, we can do the analysis on suspension rate, graduation rate, and programming data to address systemic bias and barriers.



*"The focus on research is a fundamentally important strategy if we want to improve student learning, achievement and wellbeing."*

— Dr. Avis Glaze



## Data Analysis & Reporting

The summary of the survey will be released in June 2020. This summary will list all of the survey questions and the responses for K-6 and 7-12. This is a first step in understanding identities in the OCDSB community.

Once the summary of the survey results has been released, we will begin to use the data to better understand such things as:

- **Achievement Gaps** and whether certain groups of students achieve at the same rate;
- **Suspension and Expulsion Rates** and whether certain groups of students are suspended or expelled at a higher rate;
- **Streaming** and whether certain groups of students are over or under represented in particular programs or streams (academic versus applied; English with Core French or Elementary French Immersion);
- **Sense of Belonging** and whether certain groups of students feel more engaged/disengaged at school; and
- **Feeling Safe at School** and whether certain groups of students feel more or less safe at school.

Once the survey data has been released, we will meet with community partners to review the data. Together, we will continue to work to better understand the data, to identify systemic barriers and bias, and to address racism and improve equity of access and outcomes for all students.



## OCDSB's Advisory Committee on Equity – 2020 - 2021

INDIVIDUAL VOTING MEMBERS	Alternates	Members at Large will be able to participate in discussions and working groups, however, they are not eligible to vote	COMMUNITY GROUP MEMBERS – VOTING MEMBERS (7)	*OCDSB Non-Voting Members
Elaine Hayles (Interim Chair Harvey Brown (interim COW Rep) <b>Note: Both will cycle off when new chair and reps are selected</b>			Lisa Montroy Family Services Ottawa  Chandonette Johnson-Arowolo Jaku Konbit	<b>Trustees:</b> *Rob Campbell *Chris Ellis  <b>Student Senate Representative</b> *Joy Liu
Nasrin Mirbagheri-Javanfar Noor Mirza Curtis Bulatovich Nyk Morrigan  <b>If neither individual voting members or alternates are unable to fulfill their roles, the following persons will be asked to replace them in this order:</b> <ul style="list-style-type: none"> <li>• Deepika Grover</li> <li>• Khalid Egeh</li> <li>• Gowlene Selvavijaya</li> <li>• Elizabeth Sweeney</li> <li>• Jasmine Qi</li> <li>• Ayan Yusuf Karshe</li> <li>• (Nayla Maharsy)</li> <li>• Franklin Assoumou-Ndong</li> <li>• Carrie-Lynn Barkley</li> </ul>	Seema Lamba Hasna Farah Bronwyn Funicello Nicki Dunlop	<ul style="list-style-type: none"> <li>• Alexander John MacIver</li> <li>• Alla Shanneb</li> <li>• Aubyn Baker-Riley</li> <li>• Behnaz Ganji</li> <li>• Bob Dawson</li> <li>• Edil Adan Ahmed</li> <li>• Heidi Hemdan</li> <li>• June Girvan</li> <li>• Mital kumar Patel</li> <li>• Nimao Ali</li> <li>• Ruby Syed</li> <li>• Said Mohamed</li> <li>• Saima Shams</li> <li>• Suad Salaad</li> <li>• Wedad El Fessi</li> <li>• Yazhuo zhang</li> </ul>	Maria Teresa Garcia Ottawa Community Immigrant Services (OCISO)  Meghan Wills Parents 4 Diversity  Ryan Doucette Young Leaders Advisory Council  Nicole Parsons Tungasuvvingat Inuit  Larissa Silver Youth Services Bureau  Jude Ashburn Youth Ottawa  <b>Post Secondary Representatives</b> Professor Awad Ibrahim University of Ottawa	<b>Human Rights and Equity Division</b> *Dorothy Baker, Superintendent of Instruction *Jacqueline Lawrence, Diversity & Equity Coordinator Sue Rice, Instructional Coach  <b>Federation representative(s):</b> *David Wildman - OCEOTA  <b>Committee Representatives</b> *Sonia Nadon-Campbell, SEAC *Sue Cowin, SEAC  Ruth Sword, Spiritual Care in Secondary Schools  <b>Board Services Team</b> Nicole Guthrie, Manager Rebecca Grandis Leigh Fenton Amanda Pelkola
				<b>Staff in attendance:</b> Dave Sutton Ken Mak Jeanine Bradley Rana Kais Laura Sosnow






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


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**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