



## ADVISORY COMMITTEE ON EQUITY

**November 29, 2018  
6:00 pm  
Mezzanine (2nd Floor)  
133 Greenbank Road**

Members: Elaine Hayles  
Non-Voting Members: Dorothy Baker (Superintendent of Curriculum Services), Erica Braunovan (Trustee), Tim Stanley (University of Ottawa), Jacqueline Lawrence (Equity and Diversity Coordinator)  
Staff and Guests: Michele Giroux (Executive Officer); (Donna Blackburn (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee), Anita Olsen Harper (Trustee), Rob Campbell (Trustee Elect), Milo Salem (Student Senator), Sue Rice (Equity and Diversity Coach), Lisa Montroy (Family Services Ottawa), Bob Dawson (Community Member), Raigelee Alorut (Tungasuvvingat Inuit), Clara Morgan (Community Member), David Sutton (OCDSB), David Wildman (OCEOTA), Joanna Jackson Kelly (OCDSB), Nicole Guthrie (Board/Committee Coordinator)

### 1. Welcome

Chair Hayles called the meeting to order at 6:08 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Quorum could not be achieved. It was considered important to proceed with an information session.

### 2. Approval of the Agenda

Superintendent Baker suggested that item 6.1 a become 4.1 a.

### 3. Community Voice (delegations)

There were no delegations.

### 4. Department Update

#### 4.1 District Equity Update

##### a. Identity Based Data Collection

Executive Officer Giroux provided the committee with an update on identity-based data collection.

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

- The Research, Evaluation, Analytics and Data Division is responsible for identity-based data collection within the District;
- The Anti-Racism Act and the Data Standards issued by the Province of Ontario govern the work of the District;
- The Act acknowledges four groups most adversely impacted by racism, including Indigenous, Black and Jewish communities and those communities impacted by Islamophobia;
- The Act requires the province to set targets which will inform the work and identify responsibilities. The targets are not presently available;
- The Act extends to all public sector organizations who want to collect or have a need to collect the data. All of the organizations will be subject to the same legislative framework. This will be helpful as the District can engage and learn from other agencies who are doing like-minded work;
- The data standards include requirements that the District must follow. Each standard includes a rationale and guidance about exemplary practices. The Standards set out requirements for the collection, use, disclosure, de-identification, management, publication and reporting of information, including personal information;
- The first standard is Assess, Plan and Prepare and requires the District to:
  - Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
  - Determine organizational priorities and resources and conduct a privacy impact assessment.
  - Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
  - Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
  - Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.
- The current focus of the work is capacity building ensuring a complete understanding of the seven standards. Standards one through five emphasize the importance of organizational planning and readiness prior to the data collection. This

includes identification of organizational objectives, responsibilities, training on both anti-racism and responsibilities under the Anti-Racism Act, data governance and an organizational needs assessment;

- Those collecting data must have the resources and capacity to securely store and access the data. The Information and Privacy Commissioner (IPC) is a partner and can review the District's work at any time;
- The District applied for funding from the Education Equity Secretariat of the Ministry of Education last year. The application was initially approved but the funding has not yet been made available. The District has begun the readiness work on data infrastructure and qualitative research through conversations with the community on lived experiences in schools regarding systemic racism;
- The District intends to begin a community conversation in February-March 2019;
- In advance of the community conversation, the READ team has communicated with Superintendent Baker and her team to ensure those community based agencies with established business relationships with the District and those with expertise are contacted and invited to participate. The District is also interested in consulting with these groups to gather perspective and advice on how the data collection can proceed;
- READ intends to work with ACE, Indigenous Education Advisory Council and the Parent Involvement Committee to provide an advisory link and a bridge to their respective communities;
- The District plans to begin the collection of identity-based data in the fall of 2019. The methodology has yet to be determined;
- There is specificity within the standard for the types of questions and as well as specific language and the order in which the questions are asked. The standards advise the best practice of data collection be at the first point of contact with the organization, for the District that would be at the time of registration. However, if registration is the suggested primary source, the District must identify an alternate method to gather the data from current students;
- In response to a query from Trustee Olsen Harper regarding the Ministry funding, Executive Officer Giroux advised that the grant was for an amount of \$130,000 which would enable a 1.0 FTE and a 0.5 FTE Researcher to be added to the READ team to assist with the added workload. The grant would cover the work the District has planned for the 2018-2019 school year. If the

funding is not received the scope of the work plan and the project will have to be reviewed during the budget process;

- The data standards on the Ministry website will be shared with ACE;
- The District must clearly communicate the purpose and use for the collection of identity-based data;
- Dr. Stanley queried whether or not the data collection would extend to staff. Executive Officer Giroux noted that the legislation speaks only about the collection of data and does not specify from whom to collect it. The District seeks to use the information to assist students and therefore intends to collect the data from a student lens, but there is nothing that would preclude data collection from staff, providing the same standards of collection are adhered to;
- Dr. Stanley expressed the view that self-identity is not necessarily about self, but more about how other people perceive you. He noted that ascribed identities cannot be gleaned from personal information;
- The social categories within the standards may help the District differentiate questions about race and ethnic origins;
- Dr. Stanley noted the recent study on Ottawa Police road stops as evidence to support ascribed identity. He noted that capacity building and training are critical to ending systemic racism;
- Executive Officer Giroux advised that the work is governed by the Anti-Racism Act and the data standards are framed in this way. The District must have a clearer understanding to enable the collection of data beyond the four identified groups;
- In response to a query from Trustee Olsen Harper, Executive Officer Giroux noted that she could not comment on how the application of the Ownership, Control, Access and Possession (OCAP™) principle pertaining to Indigenous groups would relate to the data collection;
- In response to a query from Chair Hayles, Executive Officer Giroux noted that there is a role for both local agencies and individuals in the process. The work of the District can be enhanced through the participation of knowledge experts;
- Executive Officer Giroux advised that the City of Ottawa has an interesting and informative guiding framework which could provide the District staff with structure;
- In response to a query from Trustee Scott, Executive Officer Giroux noted that all boards across the province are subject to the same data standards, however, the Toronto District School Board (TDSB) has been the most advanced in the data collection process. Some other area school districts in the Greater Toronto Area (GTA) have used the TDSB data as a

baseline for their community. This, along with some collaboration has allowed them to make good progress on their equity work; and

- Trustee Blackburn noted that the Ottawa-Carleton District is particularly distinct as it is a rural, suburban and urban board.

5. Review of Advisory Committee on Equity Report

5.1 25 October 2018

The 25 October 2018 Report of the Advisory Committee on Equity will be reviewed at a future meeting.

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 tracker was provided for information.

6. For Decision

6.1 Establishment of an ACE Membership-Subcommittee

Trustee Scott suggested that staff prepare the notice to solicit individual members and community agencies. She urged those in attendance to consider volunteering for the membership sub-committee which will make important decisions on the applications received to ensure the committee is strong and able to actively participate.

Chair Hayles agreed with Trustee Scott's suggestion and advised that ACE form the membership sub-committee in January to review the applications and make membership recommendations.

Superintendent Baker advised that sooner the information can be prepared and sent to the community the better. ACE can provide input and leadership in the decision-making process. Staff can prepare the necessary outreach material and circulate to the committee by email prior to its release. ACE can then share the invitation to as many community members as possible.

In response to a query from Ms. Morgan, Diversity Coordinator Lawrence noted that ACE and the District have a direct relationship with the Ottawa Community Immigrant Services Organization (OCISO) and the Multi-Cultural Liaisons through the Family Resource Centre (FRC) and will ensure they are aware of the search for new members.

Diversity Coordinator Lawrence noted that she will work with the Communications department and provide ACE with a draft communication plan and timeline for the membership campaign.

Dr. Stanley commented that the last question within the skills matrix on folio 18 should not be checkboxes. He advised that applicants be required to complete and fill in each of the elements that apply to them.

## 6.2 Nyansapo Statement of Support

Diversity Coordinator Lawrence indicated that Nyansapo had made a presentation to ACE at the 27 September 2018 meeting and the group followed up the presentation with a request for support of the statement on folio 22.

Diversity Coordinator Lawrence indicated that the members of ACE could not sign the statement of support but could pass a motion in support of the statement which would be brought forward to the Committee of the Whole.

Chair Hayles expressed the view that before ACE can support the statement they require further clarification on its meaning.

Mr. Sutton noted that Nyansapo wished to provide their support and assistance in the collection of identity-based data as it relates to African Caribbean Black Canadian (ACBC) students.

Diversity Coordinator Lawrence advised that she would contact Nyansapo to provide clarification on the request and will also invite them to submit an application for committee membership.

## 7. Committee Reports

### 7.1 Committee of the Whole

ACE had no representation at the 6 November 2018 Committee of the Whole (COW) meeting.

Mr. Salem indicated that the 6 November 2018 COW meeting featured a discussion on the Annual Student Achievement Report (ASAR) and the Board Improvement Plan on Student Achievement Well-being (BIPSAW). Superintendent Baker indicated the ACE will have an opportunity to review the ASAR and the BIPSAW in 2019.

In response to a query from Chair Hayles regarding the timing of the COW meetings, Trustee Braunovan advised that COW is held on the first and third Tuesday of each month. The meetings ordinarily begin at 7 p.m. ACE representatives should plan for the meetings to run approximately three and a half hours in length.

Diversity Coordinator Lawrence noted that Chair Hayles and Harvey Brown will be the alternates for Stacey-Ann Morris.

## 8. New Business

Trustee Ellis apologized to the members of ACE for his disruptive behavior at the 27 October 2018 meeting. He noted his actions were distractions to the important work of the committee.

Executive Officer Giroux thanked the members for their contributions to the pre-consultation on the 2019-2023 Strategic Plan. She noted that the Thoughtexchange process has begun and to date, there has been significant uptake and participation. She encouraged the members to invite members of their community to participate.

Ms. Alorut noted that she is an Education Officer for Tungasuvvingat Inuit and is actively engaged in the support of Inuit students in the District.

Trustee Blackburn thanked Equity Instructional Coach Sue Rice for her efforts in the organization and execution of the Rainbow Youth Forum held on 15 November 2018. The members requested that a summary of the event be added to the long range agenda.

Ms. Jackson Kelly explained the District offers both ESL (English Literacy Development) and ELD (English Literacy Development) support. She noted that the Family Reception Centre (FRC) determines whether or not a student requires ELD support. ELD students are those recently arrived, who, due to various factors, have not yet developed age-appropriate literacy skills and/or numeracy skills in their first language. These learners receive support for both language acquisition and academic upgrading.

Chair Hayles advised that the next meeting of ACE is scheduled for 24 January 2019. Ms. Morgan suggested that the members and those present commit to bringing a guest from their community to that meeting.

9. Adjournment

The meeting adjourned at 7:30 p.m.

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Stacey Ann Morris, Chair, Advisory Committee on Equity