



### COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: Equity Program Advisory Committee

Date: April 7, 2016

Time: 6:30 pm

Present: Co- Chair Marjolein Winterink (Parent); Trustee Co- Chair Jennifer Arp; Co- Chair Joesiann Nelson ( Black Creek Community Health Centre); Trustee Tiffany Ford; Augustre Munro ( Parent); Nathan Gilbert ( Inner City Advisory Committee); Leonard Wandili ( AHEN); Silvia Argentina Arauz (Latin American Education Network); Sophia Ruddock (Parent);

Teleconference: Trustee Neethan Shan; Andrea Vásquez Jiménez (Latin American Education Network)

TDSB Staff: Diane DeiAmoah(Central Coordinating Principal- Equity ); Executive Superintendent Jim Spyropoulos ( Equity and Inclusive schools); Roxanne Chee ( TDSB Teacher ) ; Jyoti Khona( TDSB Teacher); Amita Handa (TDSB, Equity);

Regrets: Chris Penrose (Success Beyond Limits); Margaret Blair- Grant( Parent);

Guests: Kola Iluyomade (Black Creek Community Health Centre; Rosalie Griffith (AHEN); Saraya Elwin (AHEN); Juliet Jones-Rodney (Student); Emma (student); Gabriella (student)

Recorder: Latha John (Parent and Community Engagement Office)

ITEM	DISCUSSION	RECOMMENDATION/MOTION
Call to Order/Quorum	The meeting was called to order by Chair Marjolein Winterink. Welcome introductions followed. Quorum was achieved.	
Approval of Agenda	Motion to approve the agenda by Nathan Gilbert by Leonard	



ITEM	DISCUSSION	RECOMMENDATION/MOTION
	Wandili. All in Favour. Motion carried.	
Approval of January 21st Minutes	Motion to approve the minutes by Trustee Ford seconded by Leonard Wandili. All in favour. Motion Carried	
NABSE	<p>African Heritage Educator’s Network (AHEN) Representatives presented a report of the NABSE 43<sup>rd</sup> Annual Conference 2015 (attached)</p> <p><b>Q &amp; A</b>  <b>Q.</b> What themes were highlighted at the conference?  <b>A.</b> Over all at the conference the discussions highlighted ‘ black lives matter ‘.The emphasis was on STEM, English &amp; Technology; the focus was on the education system.</p> <p><b>Q.</b> How can there be more representation from TDSB, community and EPAC members at NABSE?  <b>A.</b> The conference is sharing experience and learning. There should be representation of teachers from all backgrounds</p> <p><b>Committee Feedback</b>            Educators in schooling are not only teachers and NABSE include all educators and other community representatives to include the different lenses that need to be represented.</p> <p>The challenge is in the balance of the mix in representation from TDSB. TDSB representation should be well represented and diverse group at the NABSE conference.</p> <p>International Reception at NABSE –The international section at</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               NABSE 2015 REPORT.pdf           </div> <div style="text-align: center;">               NABSE REPORT 2015.pdf           </div> </div> <p><b>Action:</b> EPAC to discuss the representation of educators, EPAC and community from TDSB.</p>



ITEM	DISCUSSION	RECOMMENDATION/MOTION
	<p>NABSE conference was hosted by the Canadian Representation.</p> <p>Warren Salmon who is Canadian is the International Representative for NABSE.</p> <p>There is a possibility in the future to have a NABSE conference in Toronto.</p>	
Co-Chair Report	<p>Deputations at the Board on behalf of EPAC by Co Chair Marjolein Winterink on the following ;</p> <p>Support to Black Student Advisory Committee at the Programs and School Services.</p> <p>Learning Opportunity Index (LOI) grants at the Budget &amp; Enrolment committee.</p> <p>The EPAC Chairs met with Associate Director Carla Kisko and Comptroller Craig Snider on public accountability on the lack of appropriate funding for low income students.</p>	





Toronto District School Board



<p>Trustee Report</p>	<p>Trustee Arp thanked and recognised Co-Chair Winterink for representing EPAC to make deputations at the Board committees.</p> <p>Two motions at the Board          March motion which was raised from EPAC for Heritage months.          The Board to establish a policy on Heritage Months to be developed by the Trustees.</p> <p><b>Union City School Board</b>          TDSB Trustees and Senior Staffs visited a Union City school board, New Jersey in March. The group observed how the school board aligned their resources and their teaching. A report of the visit to be presented to the Board in May. The report to be presented to EPAC in May.</p> <p><b>Q&amp;A</b></p> <p><b>Q.</b> What lens will the Trustees use for Heritage Months is it equality or equity?  <b>A.</b> Months are being developed from an equality lens and not an equitable lens. Everybody should be included in the board and curriculum. Clumping specific groups together is disadvantaging some groups and teasing apart specific European groups for certain heritage months is not equity.</p>	<p>Action : Trustee Arp to report on the New Jersey School Board in May EPAC meeting</p>
-----------------------	---	--



	<p><b>Students Feedback</b> Indigenous history is not in the entire curriculum and often Indigenous culture is used for entertainment aspect which is very problematic. Heritage months can be put in the curriculum but the infusion depends on the discretion of the teacher.</p> <p><b>Discussion</b> Hispanic versus Latin American heritage months is a perfect example of equality versus equity. The Board needs to look at culturally responsive and sustainable curriculum throughout the year, pedagogy where students feel reflected in and the community feels comfortable supporting the educational system.</p> <p><b>Trustee Feedback</b> It starts with the community organizing the month. The Board can have a policy on which communities need more focus. Equity lens to recognise which community needs more support for student achievement and parent engagement. The ownership of heritage months should be shifted to the community.</p> <p><b>Staff feedback</b> Racialized students have lack of inclusion in the curriculum. Not every community can advocate for their students and culture.</p> <p><b>Discussion</b> The school system is responsible to educate its children. Dominance and marginalisation is the issue. African heritage month has a long history in the country. The Committee was made up of community partners and educators</p>	
--	--	--



	<p>educating the School Board educators. Different cultures and community are at different spaces. The primary focus of the school board for any heritage month would be education, educating our communities and educators.</p> <p>How do they expect the teacher to teach if they don't understand the culture, there is no passion?</p> <p>It is inevitable that there will be more requests for heritage months from communities There are issues such as generalising and stereotyping of the community which are not being addressed through heritage months. With the entertainment piece there is an engagement piece which could be a segway into deeper serious discussion.</p> <p>Most heritage months had colonization in their history. There is a need for grounding the true history which was hidden, invisibilized or erased. Staffs needs to have standard booklets or tools for heritage months to provide something of substance for the youth.</p> <p><b>Q.</b> EPAC needs to know what the purpose of Heritage Months is and who will be responsible for implementing heritage months? What is the messaging to the students, families and communities? Who is providing the narrative for the heritage months?</p> <p><b>A.</b>The main purpose is to support student achievement and to ensure that the achievement gap is closed.</p>	<p>Motion by Silvia Argentina Arauz</p> <p>EPAC moves to have the policy addressing process for the Heritage Months be guided by an anti-racist, anti-colonial, equitable lens; reflective of the need for the Heritage Months to serve in the creation and dissemination of multiple narratives, histories and traditional customs that must be engaged with culturally responsive, reflective and relevant pedagogy all year long. The development of this policy must involve a process of community consultation out reaching to all stakeholders, inclusive of EPAC.</p> <p>Motion seconded by Trustee Shan. All in favour. Motion carried.</p> <p><b>Action:</b> May agenda to discuss training for the Trustees and Senior Staff on anti-racism , anti-oppression and developing an equity lens.</p>
--	--	---



<p>Staff Report</p>	<p><b>Community Advisory Committees (CAC)</b>          Advisory committees to be more relevant and powerful with the governance mandate of the board.          Proposal to Programs Service Schools Committee (PSSC) to change the support structure for committees. Committee Assistants continue their work as coordinators, the advisory committees be supported by staff members who have more day to day interactions with issues already in place in the departments.          The proposal is based on feedback from CAC's who want more dedicated support to increase effectiveness.</p> <p><b>Role of Trustees in CAC</b>          The Board is looking at the role of Trustees in the CAC's</p> <p><b>Reorganisation of the Board</b>          Director Malloy's focus for the Board is based on three main principles:</p> <ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Staff and student well being</li> <li>• Equity</li> </ul> <p>The task and vision is for everyone in the Board to work collectively, the mandate is bringing resources as close to schools, Superintendents of education and the school principals work closely .          The Board organization is Board of Trustees ,Director, Executive Council ( to include 9 Superintendents), Executive Officers , there will be 2 Central Superintendents in the</p>	



	<p>system. Superintendents to have responsibility of 20 schools (reduced from 30 schools) to allow more intense focus on student achievement and also the responsibility to coordinate different areas such as Equity , Special Education and Teaching and learning.</p> <p><b>Learning Centers</b> Learning centers will be clusters of seven Superintendents who work together and all report to an Executive Superintendent. The learning centre to have supports that include communication specialist, facility specialist, information and technology specialist and learning coaches. There will be four learning centers. Instructional leader’s role has been changed to Instructional coaches to work more effectively in schools and classes.</p> <p><b>Black Student Advisory Committee</b> EPAC’s motion supporting Black Student Advisory Committee was presented at PSSC and was supported and forwarded to the Board.</p> <p><b>Discussion</b> Are these learning clusters created with existing staff? What does this mean for Equity Department? There will be an Executive Superintendent who will have Equity attached to the portfolio with other areas such as safe schools attached to the portfolio. There will be a central coordinating Principal for Equity that will be responsible to work with groups of school principals and sixty coaches to work effectively with</p>	
--	---	--



	<p>students in schools.</p> <p><b>Feed back</b> It seems like Equity department is being dismantled and watered down across the board. As per the TDSB data there are specific disadvantaged student groups that require an equitable lens for student achievement and the changes are not responsive to the student needs or for closing the gaps.</p> <p><b>Q&amp;A</b> <b>Q.</b> How will the Instructional coaches work with the schools in the new proposed system? <b>A.</b> Each learning centre to have access to a group of coaches with the leadership of a Superintendent of Education, the coaches will work more closely with students.</p> <p><b>Feedback</b> There is already such an imbalance in the system. It is worrying when reorganising of the system is based on a theory and not equitable in practice.</p> <p><b>Q.</b> Where did the model come from? <b>A.</b> The Director has been engaged in conversation with stakeholders in many different areas to gather this level of input to bring forward his best ideas for organizing the system. The Board of Trustee has entrusted the Director with this task and is based on the skills and expertise he has demonstrated with the many different roles he has had.</p> <p><b>Trustee feedback</b> Director Malloy sat down with every Trustee, Senior staff, Principals &amp; all Unions for feedback.</p>	
--	---	--



	<p>The Director is charged with a very hard task in a very short period of time. Trustees have to support by moving policies that work in partnership for the operation of the Board.</p> <p>Local level of accountability could work well to local level of equity. The Director has been very responsive to questions and the conversation is ongoing.</p> <p><b>Committee feedback</b></p> <p>If equity is part of everybody's portfolio who is accountable for equity in the Board for students who are failing the system, the most disadvantaged groups that need help. Trustees represent the public, there has to be a greater level of engaging and consultation.</p> <p>Equity shouldn't be treated as other portfolios in the largest school board in Ontario.</p> <p><b>Student Feedback</b></p> <p>Trustees have to question the Director on the decisions even though they believe it is a hard task to accomplish. Staff is not responsive to questions from the EPAC committee.</p> <p>Equity is important part of TDSB but Equity has been not part of curriculum or education and has failed the students in the system.</p> <p><b>Q.</b> What are some ways that our questions can be provided as feedback?</p> <p><b>A.</b> The function of the EPAC committee is to provide feedback and advice to the board.</p>	
--	--	--



	<p><b>Equity in TDSB</b> TDSB when compared to other boards has been recognised internationally for its work in Equity. Equity in TDSB is important and cannot be treated in the same way as other Departments.</p>	<p><b>Action:</b> Letter from EPAC for Equity to be a standalone department to the Director and Board of Trustees.</p>
<ul style="list-style-type: none"> <li>OGAP 2.0 – Sharing of information collected at joint ICAC/EPAC meeting and update on working groups for racialized communities identified on the OGAP</li> </ul>	Deferred to May	
Student Report		
Parent conference	EPAC to have a table at the Parent as Partners conference on April 16 <sup>th</sup> .	
Other	<p><b>AHEN Black student excellence awards</b> Nomination for student to be sent to Leonard Wandili.</p>	
Next Meeting Date	The next meeting date is May 5, 2016	
Adjournment	Motion to adjourn at 9:02 pm	

