



COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: Black Student Achievement Advisory Committee (BSAAC)

Date: Monday October 24, 2016

Time: 7:00-9:30 p.m.

Present: Adoma Patterson (Phone); Anthony Morgan (phone); Trustee Smith; Carl James; Trustee Arp; Trustee Ford; Trustee Moise; Lieben Gebremikael; Brandon Hay; Warren Salmon; Sean Paul Salmon; Debbie Dada; Kike Ojo; Thamara Mendez;

TDSB Staff: Christopher Usih, Associate Director; Jim Spyropoulos, Executive Superintendent, Well Being and Engagement; Yvette Blackburn; Kevin Sutton; Jamea Zuberi, Karen Falconer, Roula Anastasakos, Rob Brown, Saraya Elwin, Kurt Lewin, Cherilyn Scobie,

Regrets: Margaret Parsons; Julian Falconer

Guests: Marjolein Winterink

Recorder: Michelle Munroe, PCEO

ITEM	DISCUSSION	RECOMMENDATION
Welcome/Introductions	Director Malloy joined the meeting via conference and welcomed all members to the committee and highlighted the following: <ul style="list-style-type: none"> • Board has been working diligently on the Equity Integrated Framework that will be presented to the committee. The committee was encouraged to review the framework and provide feedback. • The committee was encouraged to have a laser focus on 	



	<p>students in the classroom</p> <p>Trustee Smith welcomed all to the meeting and provided an overview on the process of the creation of BSAAC.</p>	
Approval of Agenda	Agenda was approved.	
Declaration of Possible Conflict of Interest	None declared.	
BSAAC Terms of Reference (TOR)	A draft document was presented to the members for review and feedback.	Members will provide feedback on the TOR.
<p>Putting Faces to the Data Carl James, Professor, York University</p>	<p>Professor James presented on Black student achievement in the TDSB. The presentation generated a series of comments and questions which entailed the following core themes:</p> <p><i>TDSB Data and Data Collection</i></p> <ul style="list-style-type: none"> • A student census is done for elementary and secondary students every five years with a high success rate (67%) of parent response(K-6). Board also does a parent perception survey and school climate, however response rate is low. • Two censuses have demonstrated high rate of return...indicates census is received as valuable to the parents. Census data has informed programs/services. • Data is collected on income, race gender, language etc. • Data is aggregated by gender and data shows females do better than males. • Can parent census frame questions that address issue of Black parents e.g. comfort zone? The committee may want to consider other questions that will not be addressed in the Census data? E.g. how parents of Black parents are engaging in the system? 	<ul style="list-style-type: none"> • The committee is presented with the 2017 student census questions for review.



	<p><i>Engaging Black Parents/families</i></p> <ul style="list-style-type: none"> • Board needs to explore initiatives to hear the stories/narratives of parents. Should we be having public hearings with Black parents? This will enhance the Boards quantitative data received from the student census which is administered to parents/families of K-6 parents. <p><i>Best Practices for Raising the Achievement of Black Student</i></p> <ul style="list-style-type: none"> • The Americans and British have done work on Black students, particularly on Black Males. The Committee may want to explore a literature review on successful models. Also pay attention to generational differences and immigrant and migration period and experiences. <p><i>Supporting LGBTQ</i></p> <ul style="list-style-type: none"> • Does the Board plan to take action on increasing the measure of Black LGBTQ youth? Can qualitative data be analysed to commence conversation on LGBTQ students. • TDSB does collect LGBTQ data but information is very small. Data collected was representative of the population of a whole. It is hoped that this year's census will go beyond the basic questions. 	
<p>TDSB Integrated Equity Framework Chris Usih, Associate Director</p>	<p>Associate Director Christopher Usih provided an overview of the Framework which generated the following key themes: Usage of the Framework</p> <ul style="list-style-type: none"> • It is important for BSAAC to understand the framework and how it can assist in its work. 	



	<ul style="list-style-type: none"> • The framework integrates all areas; however, BSAAC was mandated to focus on Black students. <p><i>Inner City Advisory Committee, Model Schools & Task Force</i></p> <ul style="list-style-type: none"> • ICAC/MSIC supports Model schools across the TDSB. A motion was passed by Board to reconstitute the ICAC. Work is being done to revisit some concerns e.g. poverty impact on students • The Task Force is not an Advisory Committee. Its task is to do its work and provide recommendations... and its job ends. Trustees struck the Task Force to assess programs/services and mandate of MSIC. • If there was a MSIC program it would mean that MSIC has improved the academic outcomes for those students. Does the Board have any data to show whether Model School has improved the achievement of Black students? <p><i>Parent Engagement and the Framework</i></p> <ul style="list-style-type: none"> • Is parent engagement a part of the Integrated Equity Framework? Parent engagement is everywhere in the document. Board sees it cutting across all areas? Could staff present the parent engagement goals with the framework? <p><i>Employment Equity</i></p> <ul style="list-style-type: none"> • Does the framework address staffing? Who is being hired? How are teachers being assigned to schools with high numbers of Black students? <p><i>Teacher accountability and performance as it relates to Equity</i></p>	<ul style="list-style-type: none"> • The committee is provided with an update on the Inner City Task Force • The committee is provided a report on the impact of MSIC on the achievement of Black students. • The committee is provided with the parent engagement goals within the framework
--	---	--



	<ul style="list-style-type: none"> • How many suspension/expulsions are teachers responsible for? How are teachers doing in relation to equitable outcomes? There are no pillars in the Framework that focuses on staff. Can this be addressed? <p><i>Special Education</i></p> <ul style="list-style-type: none"> • Is there an overlay of special education programs with ethno-racial groups? Little of that data exists. • TDSB has looked at special education and gifted data. <p><i>Linking Equity Framework, OGAP Inner City Task Force and other Board initiatives to Black student Achievement</i></p> <ul style="list-style-type: none"> • The TDSB needs to ensure that Black Student Achievement is linked to the Equity Integrated Framework and the Opportunity Gap Action Plan. (OGAP) • All other program, services, documents, policy that is relevant to the work of Black students and the Committee not only be presented to this committee but also linked to Black student achievement • The work of the Inner City Task Force and its usage of the term “urban” are clarified as to whether “urban” students mean Black students. If so, there needs to be a connection of BSAAC and the Task Force. • The Equity Framework is parallel to BSAAC and will be approved by Board. Therefore, BSAAC should be familiar with the Boards Equity Framework and provide advice/ recommendations to any Standing Committee of the Board within that framework. • Framework has outlined funding for Inner City Task 	<ul style="list-style-type: none"> • The committee is provided information on past/existing TDSB initiatives (programs, services, resource allocation) to close the achievement gap of Black students.
--	---	---



	<p>Force /OGAP ...but not for BSAAC? No funds have been committed to ICAC. However OGAP and ICAC were mentioned in the Integrated Equity Framework Action Plan. Equity Framework will be linked to the Budget process.</p> <ul style="list-style-type: none"> • The Equity Framework allows policy and budget to live together. <p><i>CAC Operation</i></p> <ul style="list-style-type: none"> • CAC meetings are open to staff and the public • Staff may advise committees as needed and attend meetings. 	
Next Steps Focusing our Work	Deferred to next meeting.	
Proposed Meeting Dates	Monday November 30, 2016 Committee Room A Monday December 19, 2016 Committee Room A	
Adjournment	Meeting adjourned at 9:30 p.m.	

