



## Equity and Inclusion Trustee Advisory Committee

### AGENDA

Wednesday November 18, 2020

5:30 p.m. via TEAMS

Chair: Shannon Mitchell

#### Advisory Committee Members:

**Trustees:** Shannon Mitchell (Chair), Nancy Beamer, Alex Bradnam, Elizabeth Klassen, Doug Newton

**Student Trustee:** Karina Tavernese

**Director of Education:** Warren Hoshizaki

**Superintendent:** Kelly Pisek

1. Welcome and Introduction ..... Shannon Mitchell
2. Equity and Inclusion Trustee Advisory Committee Terms of Reference ..... Shannon Mitchell

#### Recommended Motion:

“That the Equity and Inclusion Trustee Advisory Committee Terms of Reference be approved.”

3. Equity and Inclusion Framework.....Warren Hoshizaki
4. DSBN Equity Team Priorities ..... Kelly Pisek
5. Interrupting Bias .....Pratima Burton
6. DSBN Equity Advisory Committee .....Kelly Pisek  
~ Goals/Terms of Reference

#### Recommended Motion:

“That the DSBN Equity Advisory Committee Terms of Reference be approved.”

7. Brave Space ..... Zakia Hamdani
8. Questions
9. Future Agenda Items

**Next Meeting: January 13, 2021 at 5:30 p.m. – via TEAMS**



## **Equity and Inclusion Trustee Advisory Committee**

### **Terms of Reference**

The mandate of the Equity and Inclusion Trustee Advisory Committee is to support the DSBN's commitment to ensuring equitable and inclusive schools and workplaces by providing information and making recommendations to the Board on matters related to equity, inclusion and diversity.

The committee will provide direction to the staff working committee on equity and inclusion and review the implementation of the DSBN's Equity Audit Action Plan.

The Chair of the Committee will be the Board representative on the DSBN Equity Advisory Committee.



## **DSBN Equity Advisory Committee Terms of Reference**

### **Preamble**

The District School Board of Niagara (DSBN) is committed to identifying and eliminating systemic barriers to create a more inclusive and respectful organizational culture as we work toward better serving the needs of our students and supporting their success and well-being. Through collaboration, courageous conversations, and the voices of students, parents, community and staff, we will identify and address the systems that perpetuate inequities and oppression. In support of this commitment to creating an equitable, inclusive, accessible and supportive environment, the DSBN has established the DSBN Equity Advisory Committee (DEAC).

### **Goals**

The goals of the committee are to:

- provide feedback to the DSBN on issues related to equity, inclusion and diversity from broad community perspectives and issues affecting our school community;
- have conversations around initiatives within the DSBN that enhance Human Rights, equity, and accessibility;
- participate in advising the DSBN with respect to the development of more inclusive, representative and developmentally appropriate curriculum and programming reflective of diverse groups;
- assist in determining strategies to engage students, parents and members of the community to more adequately reflect the diversity within schools; and
- assist the Board in reviewing the Equity Action Plan.

### **Reporting Structure**

The DSBN Equity Advisory Committee will report to the Board of Trustees and the Director of Education.

### **Membership**

Membership for the DSBN Equity Advisory Committee shall not exceed a maximum of 15 members.

Membership for the DSBN Equity Advisory Committee shall include:

- Senior staff representative and other staff resources as required (Kelly Pisek, Pratima Burton, Zakia Hamdani, Gary Parker)
- 1 Trustee (Chair of the Equity and Inclusion Trustee Advisory Committee)
- 2 Students (Grades 7-12)
- 5 Parents
- 3 Community groups

In order to ensure that a multitude of perspectives are represented, the committee should be composed of a range of lived experiences and understanding of equity and inclusion issues in the Niagara Region. The candidates should also demonstrate:

- knowledge of school system and direct connection or investment in education
- leadership, advocacy and community organization skills and experience
- knowledge of challenges that different equity-seeking groups face
- an open mind in sharing and/or learning about challenges that different equity-seeking groups face

### **Term**

The term of office for a member of a community advisory committee shall be two years commencing on or after September 1 and ending on June 30.

### **Privacy**

The meetings of the DSBN Equity Advisory Committee are public. The published Minutes of the meeting will be action oriented without direct reference to any member comments. Members should be aware that their names will be listed on the DSBN Equity page and a list of membership may be provided when requested. Member information, other than name and position, will be kept confidential in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

### **Roles and Responsibilities**

#### **Roles**

- Facilitator - a rotating seat, distribute agendas, moderator, preside over committee meetings so that its business can be carried out efficiently and effectively
- Secretary - take minutes and distribute, attendance
- Members at Large

#### **Responsibilities of all members**

- Reviewing meeting materials in advance of the meetings and arriving prepared to provide a broad perspective on the issues under consideration
- Working diligently to complete assigned activities
- Participating on working groups, as appropriate
- Agreeing to describe, process and resolve issues in a professional and respectful manner
- Providing input to help identify future projects or strategic priorities for future years' work
- Communicating activities of the committee to groups represented or those who may have an interest and offer information back to the committee

### **Working Groups**

The DEAC may establish working groups to deal with specific concerns raised by equity seeking groups. The working groups will meet, as needed, to review specific issues referred to them by DEAC. Working groups are considered to be time-limited, project specific sub-committees of the DEAC.

Working groups must comprise of at least two members of the DEAC and may include community members and other individuals with relevant knowledge and expertise.

Working groups shall be chaired where possible by a voting member of the DEAC and shall provide regular updates through the minutes and submitted to the DEAC for the approval process.

**Meetings**

A meeting schedule following a quarterly cycle shall be set for the DEAC. The schedule will be circulated to the members for approval each year. Should a time sensitive matter arise, the DEAC may meet at the call of the chair.

The DEAC meetings will be held at the DSBN Education Centre or through Microsoft Teams at a time as determined by the members.

If necessary, a schedule setting the due dates for materials to be included on the agenda will be circulated to each member pending adoption of a meeting schedule or the scheduling of a meeting date.

A committee member who is unable to attend a meeting, shall forward their regrets to the Secretary as soon as possible. Should the Secretary not have confirmation of quorum 24 hours prior to the meeting, the meeting shall be cancelled.

**Absenteeism**

Members who miss three consecutive meetings without reason shall be deemed to have resigned from the committee and will be notified of this in writing by the Facilitator.

DRAFT

## Moving from Thinking to Doing



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## Interrupting Biased Comments in the Moment



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**CULTURE OF TRANSFORMATIVE AND IMPACTFUL CHANGE**

**EQUITY**

Student Voice  
Partnership  
Community  
Cultural & Linguistic  
Equity & Inclusion  
Anti-Racism & Anti-Bias Education

## Interrupt Bias. Every Time. In The Moment. Without Exception.

Bias is prejudice in favour of or against a thing, person, or group compared with another. Biases can be innate or be learned.

Biased language includes slurs, put-downs, stereotypes, and other negative labels. Most of these remarks are said in ignorance, but some reflect real hostility.

There are times when someone says something biased and you struggle with how you'll respond. These are opportunities that must be acted on the moment they occur.

Modelling the kind of behaviour you want to see in society is one of the best ways to teach it.

Every moment that bias goes unanswered is a moment that allows its roots to grow deeper and stronger. If you don't speak up against bias, your silence says that you condone it. In moving forward, consider the basics:

**BE PREPARED**  
Prepare by educating yourself on issues relating to equity, inclusion, and anti-racism. Prepare by having handy phrases you are comfortable saying. Promise yourself that you will speak up in these moments, then follow through.

**BE POSITIVE**  
Do not just be reactive. Take proactive steps to help create the school and social climate you seek.

**BE CONFIDENT**  
There is no need to apologize for speaking up. Do not let naysayers silence you. You recognize bias and you seek to eradicate it. This is important work and you must dedicate yourself to it.

**BE ENCOURAGING**  
Help others prepare to speak up. Encourage the good behaviour you see, especially changed behaviour. If someone else has spoken up before you, be the next voice, echoing that anti-bias message—thanking the person who has spoken up and encouraging others to join in.

### Strategies to Interrupt Bias

**Interrupt**  
You must speak up against every biased remark, every time it happens. Letting one go, then speaking up against the next one, sends an inconsistent message that sometimes bias is acceptable; other times it is not. Interrupt Bias. Every time. In the moment. Without exception.

**TRY SAYING:**

- That is offensive.
- I don't find that funny.
- I don't like words like that.
- That phrase is hurtful.
- I'm surprised to hear you say that.
- Using that word doesn't help others feel safe or accepted here.

**Question**  
Questions in response to biased remarks can be a powerful tool to make the speaker accountable for their words. Your goal is to understand the roots of the speaker's prejudices, then help add context and information to dispel them.

**TRY ASKING:**

- What do you mean by that?
- Why do you say that?
- What point are you trying to make by saying that?
- Did you mean to say something hurtful when you said that?
- Follow up with: Tell me more.

**Educate**  
Hate is not behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to diverse experiences and perspectives. Other times, people simply don't know the negative power behind certain words or phrases. Explain why a term or phrase is offensive. Encourage the person to choose a different expression.

**TRY SAYING:**

- Do you know the history of that word?
- Do you know why we do not say that?
- Did you think of the impact of your words on others?

**Echo**  
If someone else speaks up against hate, thank them and reiterate their anti-bias message. One person's voice is a powerful start. Many voices together create change. As the echoing voice, you can reiterate the anti-bias message, or you can thank the first person for speaking up—or both.

**TRY SAYING:**

- Thanks for speaking up. I agree that word is offensive, and we should not use it.

Access these Resources Online: [Teaching Tolerance: Speak Up at School Guide](#), [Making it Meaningful: Interrupting Biased Comments in the Classroom](#)

[dsbn.org/equity](#)

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## DSBN Equity Advisory Committee

### Terms of Reference

#### Goals, Membership and Working Groups

### Timelines

January 2020 - Awareness and Invite for Membership

Three meetings during the remainder of the school year.

### Working Groups

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