



## Faith and Equity Committee Gathering Minutes

### Second Meeting

<b>Location:</b>	KBO, Greg McNally Boardroom
<b>Date/Time:</b>	Monday, June 12, 2023 5:00pm Dinner 6:00pm-8:00pm Gathering
<b>Attendees:</b>	Chloe Finner, Student Trustee Chris Oldford, Principal Representative Danica Vidotto, Human Rights and Equity Advisor Donna Nielsen, Board Trustee Father John Whyte, Faith Animator Karen Torrie Racine, Board Trustee Lee Theodore, Community Representative Liz Harrison, Human Resources Representative Mike Hamilton, President Eastern OECTA Unit Norma McDonald, Superintendent School Effectiveness Sara Jane Manning, Community Representative Selina Mackie, Mental Health Strategist Stéphanie Nelson, Indigenous Grad Coach
<b>Absentees:</b>	Karen McAllister, Board Trustee Trudy Scott, President CUPE 4154 Ella Scott, Student Trustee



1. The meeting began with an energizer activity, a focus on vulnerability, and being in relationship to one another. Everyone introduced themselves in a way comfortable to them.
2. Co-Chairs Karen Torrie Racine and Donna Nielsen lead the formal welcome. They invited Father John to lead the land acknowledgement and Chris Oldford to lead the opening prayer.
3. Karen Torrie Racine then chaired the gathering. She invited Selina Mackie to share gathering confidentiality protocols that protect the wellbeing of everyone involved, provide support if/when needed, and to importantly follow CDSBEO policies. Selina then led us in a mental health moment where everyone shared an activity they do to practice self-care.
4. Karen Torrie Racine then invited Danica Vidotto to reiterate the committee's purpose and gathering framework.

We engaged in a conversation about the distinctions between people and groups who are "equity-owed," "equity-deserving," or "equity-seeking." The use of inclusive language is imperative, and our conversation unpacked the nuances between these terms.

We discussed the importance of centering the equity-owed person or group in the conversation, where the labour is placed on the person/group/society making reparations or reconciliation. We then discussed the importance of actively shifting the burden of labour onto those who have benefited from inequitable systems, rather than expecting the equity-owed person or group to bear the weight of their own liberation and opportunity.

We recognized that repairing the harm caused by historical and ongoing injustices requires more than just acknowledgment and verbal support in our schools and workplaces. It demands tangible actions aimed at redressing past wrongs, eliminating barriers, rectifying systemic imbalances, and fostering an environment where all individuals and groups can thrive.



The importance of a multi-pronged and robust approach to addressing equity in CDSBEO schools and workplaces was noted. This includes, but is not limited to:

- Professional development for all staff,
- Personal commitments to equity, diversity, and inclusion,
- Re-writing policies and procedures from a human rights and equity lens,
- Analyzing and addressing power imbalances,
- Building capacity within community to do equity work,
- Including representations of equity, diversity, and inclusion in curriculum resources and classroom materials,
- Addressing resource and funding allocations for equity work,
- Recognizing and celebrating diversity and equity successes,
- Collaborating with community partners,
- Transparency and accountability for all,
- Centering student need and student-voice,
- Providing equitable guidelines, and protocols to protect and nurture all staff,
- Ongoing evaluation and commitment to continually improving.

It was shared that equity-focused practices are currently happening in CDSBEO schools and classrooms. Equity focused work is not new to CDSBEO, however, we recognize we have a long road ahead of us.

5. Karen Torrie Racine then invited Danica Vidotto to lead a presentation about Human Rights in Ontario.

Learning goals included:

- I have an increased awareness of the Ontario Human Rights Code and can identify some of the protected grounds,
- I can explain what discrimination is,
- I am becoming familiar with my rights and responsibilities under the law, and how to protect those rights,
- I am becoming familiar with how to help those who experience discrimination.

We then broke into Case Study Teams to work through two case studies focused on the protected grounds of gender identity, gender expression, sex, and sexual orientation. The case studies were not CDSBEO specific but were education focused. We consolidated these case



studies by sharing our responses and highlighting the importance of being in conversation with one another about difficult, uncomfortable, and challenging situations.

6. Karen Torrie Racine then invited Chloe Finner to lead a closing prayer. Lastly, the co-chairs concluded the meeting.

It was agreed that the committee gathering dates would be set over the early summer for the 2023-2024 school year.