

**Approved Minutes**  
**Meeting of the Black Community Advisory Council**

**Monday, June 19, 2023 - 6:30 p.m.**  
**CEC Room 301**

**Co-Chair:** Gord Gallimore  
**Co-Chair:** Wayne Brunton

**ATTENDEES:**

Chris Shelton ( <i>Regrets</i> )	Parent/Guardian
Horace Wright ( <i>Absent</i> )	Parent/Guardian
Candace Carter ( <i>Absent</i> )	Parent/Guardian
Ebenezer Addei ( <i>Absent</i> )	Parent/Guardian
Gord Gallimore	Parent/Guardian and Co-Chair
Lynn Busby ( <i>Absent</i> )	Parent/Guardian
Roxanne Smith ( <i>Absent</i> )	Parent/Guardian
Muna Said-Ahmed ( <i>Absent</i> )	Parent/Guardian
Dr. Brian Chama ( <i>Regrets</i> )	Parent/Guardian
( <i>TBD</i> )	Student Member
Sope Duyile ( <i>Absent</i> )	Student Member
Alycia Williams-McSween ( <i>Absent</i> )	Student Member
Trisha Johnson-White ( <i>Regrets</i> )	Agencies – ResQ Youth International
Marcia Glasgow ( <i>Absent</i> )	Agencies – United Achievers’ Club
Jackie Maloney ( <i>Regrets</i> )	Agencies – Congress of Black Women
Michael Marshall ( <i>Absent</i> )	Agencies – The Black Educators Association of DPCDSB
Jason Eduful ( <i>Regrets</i> )	Agencies – The Black Educators Association of DPCDSB and Student Success Coach for Black Students
Crystel Campbell ( <i>Absent</i> )	Agencies – Black Youth Student Success Initiative
Duke Nicholson ( <i>Absent</i> )	OECA Representative – Elementary
Jamie Philip	OECA Representative – Elementary
( <i>TBD</i> )	OECA Representative – Secondary
Thompson Adiuku ( <i>Absent</i> )	OECA Representative – Secondary
Colin Daniel ( <i>Regrets</i> )	Elementary Principal/Vice Principal Association
Lorian Feres ( <i>Absent</i> )	Secondary Principal/Vice Principal Association
Sophia Maloney ( <i>Absent</i> )	Secondary Principal/Vice Principal Association
Sharise Sealy-McCallum ( <i>Absent</i> )	Graduation Coach for Black Student Success – DPCDSB
Marlo Paraboo ( <i>Absent</i> )	Graduation Coach for Black Student Success – DPCDSB
Dr. Carl James	Advisor – Professor, York University

Wayne Brunton	Staff – Superintendent, BNE Family of Schools and Co-Chair
Michelle Coutinho	Staff – Principal, Equitable and Inclusive Education
Nancy Cargioli	Staff – Acting Coordinator, Equitable and Inclusive Education
Jaclynn Deveaux-Matthews	Staff – Acting Consultant, Equitable and Inclusive Education
Richard Moriah	Staff – General Manager, Plant Department
Max Vecchiarino	Staff – Director’s Designate
Marianne Mazzorato	Director
David Amaral ( <i>Regrets</i> )	Associate Director – Instructional Services
Margaret Beck ( <i>Regrets</i> )	Legal Counsel
Caroline McFarland	Recorder

**1. Opening Prayer**

Wayne Brunton led the prayer.

**2. Land Acknowledgement**

Jaclynn Deveaux-Matthews played the recorded land acknowledgement read by a former Dufferin-Peel student, Rhaya Clyne.

**3. Welcome, Introductions and Attendance**

Wayne Brunton called the meeting to order at 6:44 p.m.

**Attendance**

Attendance was taken and those who sent regrets were noted. Luz del Rosario, Trustee and Chair of the Board, and Kathy Russell-Kwan, Researcher, joined as guests.

**4. Approval of the Agenda**

**THAT THE AGENDA BE APPROVED.**

**Moved by** Jamie Philip

**Seconded by** Gord Gallimore

**5. Approval of the Minutes – May 1, 2023**

The unapproved minutes of May 1, 2023 were distributed to BCAC members via e-mail.

**THAT THE MINUTES OF THE MAY 1, 2023 MEETING BE APPROVED.**

**Moved by** Max Vecchiarino

**Seconded by** Gord Gallimore

**6. Information Items:**

**a. Terms of Reference**

Nancy Cargioli advised that a working group had been developing a terms of reference for the BCAC to provide a guiding framework to work towards common goals. It has gone out to the council and non-council for review and will be ready for the upcoming school year.

**b. BCAC Vacant Positions**

Michelle Coutinho advised that the BCAC has several vacant positions. There are four parent/caregiver positions, three student positions and one member agency position. This has been shared via Twitter and Instagram as well as within the department. Michelle asked if those present would share it widely with their contacts as well. Applications must be received by July 14 and they will be reviewed at the September council meeting.

A discussion ensued.

**c. Role of Graduation Coaches 2023-2024**

Max Vecchiarino advised that the Ministry of Education has funded a number of boards with positions called Graduation Coaches for Black Students. These two positions have been running for approximately three years. At the end of the last school year, more funding was provided to add an additional coach. Dufferin-Peel also added some funds for this purpose. It has been noticed that having coaches placed at a limited number of schools has benefits but there are schools who need the support that have very little support from the coaches. To expand the number of schools being supported next year, more schools will be working with the coaches on a rotational basis. The coaches will go in and work with each school for a certain period of time to help establish practices and programs that support all of their students. They can then be called upon as necessary. The hope is that this will affect more schools in a positive way.

Michelle Coutinho advised that the goal is to build capacity in the schools. A plan will be built to be shared with the school and then the coaches will help the staff build capacity before they move on to the next school.

Max shared that there has been a change to the positive in the Indigenous Education budget. They are hoping to add those positions to serve Indigenous students as well.

A discussion ensued.

**7. Census Data**

Max Vecchiarino and Kathy Russell-Kwan shared the student census data and the staff census data.

Max advised that the student census received a lot of response with regard to two foundational goals in the Catholic Board Improvement Learning Cycle (CBILC), to eliminate disproportionalities and disparities in student achievement and to increase staff awareness and capacity to address the disproportionalities. The census was conducted from Kindergarten to Grade 12. At Ministry direction, parents were to complete the census from Kindergarten to Grade 3. Students were to complete the census themselves from Grades 9 to 12. Initially, students were to complete the census from Grades 4 to 8 but, in January of last year, the Ministry decided that parents should complete the census. As a result, only secondary data was being shared as it was a good proxy for elementary data with the exception of religious affiliation. A census of the entire student population will be reconducted in the fall or the spring of 2023-2024.

The staff and student censuses were conducted at about the same time from May to November 2021 and from November 2021 to March 2022 for the student census. The staff census asked for demographic information and the student census asked for demographic and attitudinal information. The staff census was entirely anonymous and the student was extremely confidential but not anonymous. The staff participation rate was approximately 71%. The student participation showed that 75% of students in Grades 9 and up started responding but only 67% completed the census.

A discussion ensued.

Dr. Carl James confirmed that the Board collected the Grades 4 to 8 data in the fall of 2021 before the Ministry changed the way the data was collected in January 2022. He stated that the secondary school data was not a proxy for the elementary school data. Dr. Carl wanted to know why, after

parents filled out the survey, the data was not accessible to parents? This information could help parents. The Board collected this information but had no responsibility beyond that to respect them.

The Director of Education, Marianne Mazzorato, stressed that the Board will be surveying again in the fall and will share that data to understand what is going on.

Dr. Carl stated that the Board has information and have asked parents for information. The parents present are saying that the Board should have a responsibility to them and respect them when the Board expects things in terms of their children, direction in school and what happens to their children. If the Board is going to make direction for children, knowing what happened in 2022 is also significant to their lives as 2023 is a different year than 2022. When you ask attitudinal questions, Dr. Carl would like to know what 2022 was like for those Black students. Why should the data from 2022 be ignored? In the long run, the Board would have data for students and could look at it over time to be able to connect what happened from the early years until finishing high school. If you have that information, why would you not use it to help students in their trajectory?

Max advised that they would take Dr. Carl's comments back and reflect on them.

Max commented that conducting a large scale survey every year does not provide enough change information to act on. Also, the Board has a small research team. Turning this information around is a big task and would not be possible to do every year.

Kathy Russell-Kwan shared the census data and advised that in comparing the staff identity items with the secondary student identity items, the census data showed that staff do not look like the students.

A discussion ensued.

Max advised that this Information had been shared with five councils and it had also been presented to principals and vice principals.

Kathy continued to share the census data and advised that the lowest scores for peer inclusion (how they rated what students do at school to support school climate) were experienced by Black students. The lowest ratings for school support (what adults do to support the climate at school) were experienced by Black students. Students who had the least positive ratings of having their own identity reflected at school were students who identified as Black. The highest levels of exclusion among the different groups listed were Indigenous students and among the racial groups were Black students. The lowest well-being experienced by students by racial groups were southeast Asian and east Asian. The highest total absences were from both Black and White students. The lowest percentage of credits earned of those attempted were by students who identified as Black. The lowest marks overall were students who identified as Black. The highest proportion of students taking university pathway courses were students who belong to a non-Black racialized group. The highest proportion of students taking college track courses were both Black and White students. The highest proportion of students taking workplace track courses were students who identified as Black. The highest number of suspensions were among Black students.

Community members indicated their disappointment surrounding the data findings that impacted Black students.

A discussion ensued.

Dr. Carl James stated that we cannot talk about system racism and just look at the school system. The system has to do with the school, the community and the government. The school board cannot bring around the change that we want on its own. We need the data that was already collected from Grades 4 to 8. What is happening in the early years? What kind of life are they having? Are they getting the same kind of support? Are they being suspended in the same way? We cannot answer those questions. The Board said that the government had stopped them from asking the students. The Board has a responsibility because the numbers are depressing but at the same time we need to look elsewhere. Sometimes it is the peer group that makes Black students feel like they do not belong. It is not just the teacher, we have to look at the system.

**8. Closing Remarks**

**a. Dates for Next Year**

The dates for the BCAC meetings in the 2023-2024 school year have not been determined but will be provided.

**b. Thank You and Farewell**

Wayne Brunton thanked everyone for joining and looks forward to meeting again in the fall.

Michelle Coutinho wanted to thank Sope Duyile who will be graduating this year.

**9. Adjournment**

The meeting adjourned at 9:14 p.m.