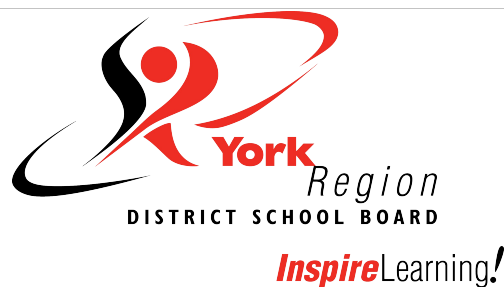


School Council Meeting

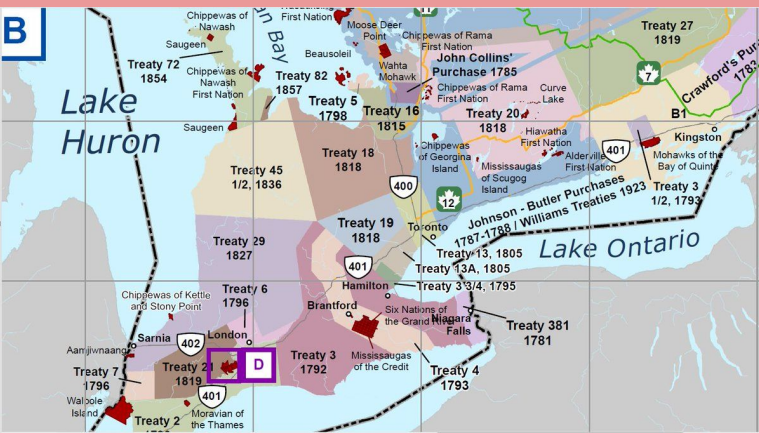
February 10th, 2022

VSPS





**NATION
HURONNE—
WENDAT**



We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledge and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.

ITEM	TIME	TOPIC	FACILITATOR
1.	7:00 p.m.	Opening of Meeting	David
2.	7:00 – 7:05 p.m.	Approval of Minutes	David
3.	7:05 – 7:35 p.m.	Principal's Update	Mr. Ko / Mrs. Brown
4.	7:35 – 7:40 p.m.	ProGrant Status?	David / Mr. Ko
5.	7:40 – 7:50 p.m.	Open Forum Discussion <ul style="list-style-type: none">- Feedback from parents/community<ul style="list-style-type: none">o TDSB Level-3 Masks – YRDSB?	David
6.	7:50 p.m.	Adjournment	David

Let's have some fun!

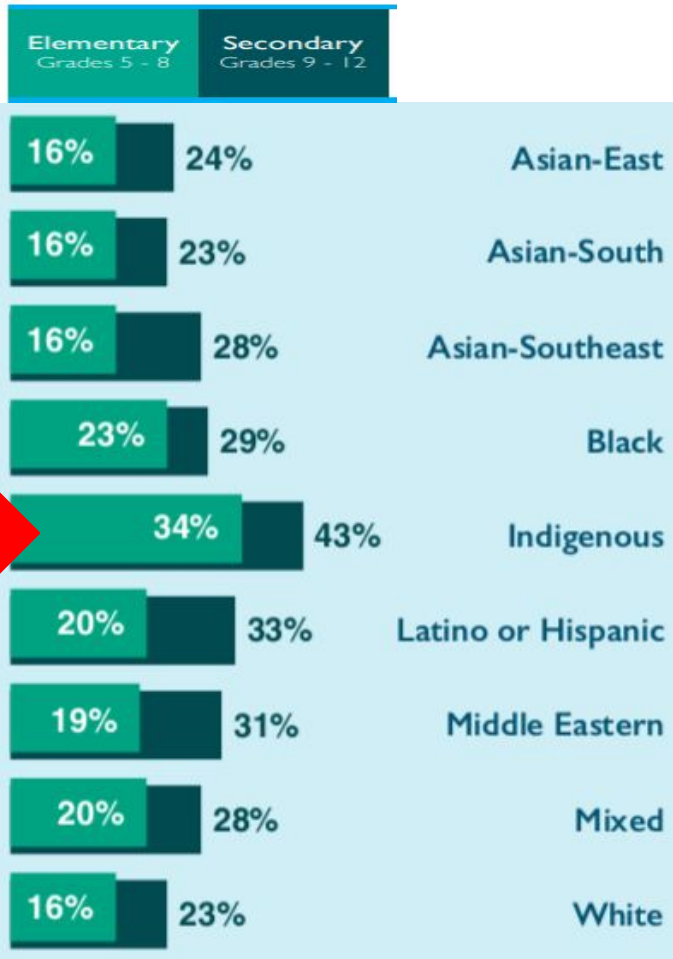
The Game of Quest

Be the first person to return to the
screen with.....



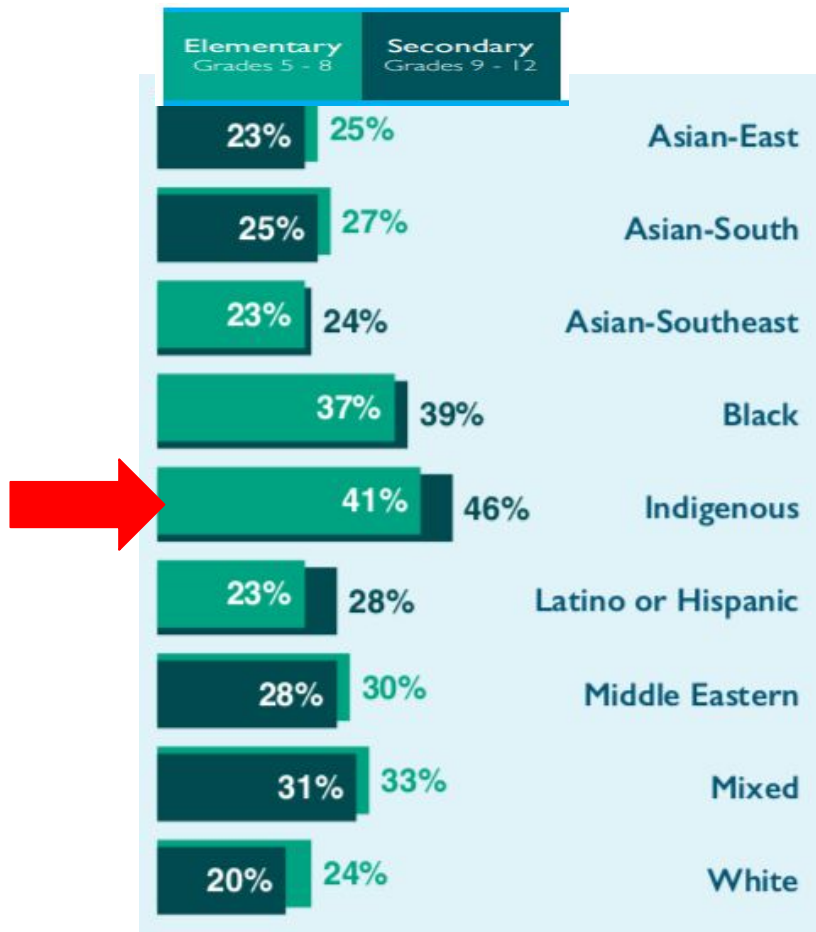
School Update - Our Equity Work

What does the data tell us?



Do you feel that there are barriers that stand in the way of your learning at school?

(percentage of students who reported "always/often")



In this school year,
have you experienced
discrimination in your
classroom?

(percentage of students who reported “yes”)

Do students in
elementary self- identify
as 2SLGBTQ+?

7% identify as 2SLGBTQ+



Do 2SLGBTQ+ students feel welcome at elementary school?

78% of Heterosexual students feel
welcome always/often.

Only 63% of 2SLGBTQ+ students
feel welcome always/often.

Do 2SLGBTQ+ students feel they matter to people at school?

Only 44% of 2SLGBTQ+ students agree/strongly agree with that statement as opposed to 61% of heterosexual cisgender students.

The African Canadian Community in YRDSB told us ...

Concerns:

- **Streaming** of Black students
- Lack of awareness and **access to** needed **supports** for Black students in schools
- Schools not working in **partnership with Black community** organizations
- Over-representation in terms of **suspensions** and **expulsions**
- **Eurocentric curriculum**
- Not recognizing or understanding **impact** of anti-Black racism

YRDSB (2018) *Anti-Black Racism Community Town Hall*.
Markham.

School Update - Our Equity Work

So what are we doing about it?

Critical Understandings



💖 All students can succeed and we acknowledge that inequities exist within our system due to the privileging of some groups of students while disadvantaging others.

💖 Inequitable outcomes exist currently and historically for particular populations of students.

💖 Those who are marginalized are impacted in such a way that leads to them being underserved resulting in underperformance - not meeting their full academic, social or emotional potential.

💖 Students are marginalized on the basis of social identities such as faith, sexual orientation, gender, class, ethnicity etc...

💖 Unless disrupted, inequities are reproduced by systems and structures.

Long Term Goal:	Improved achievement and well-being for students who are underserved and underperforming...
Implicit Theory of Action:	IF we foster well-being and mental health, champion equity and inclusivity, build collaborative relationships and lead ethically THEN we will remove barriers to achievement and well-being for students who are underserved and underperforming.

Multi-Year Strategic Priorities and Goals (2018-2022)

FOSTER MENTAL HEALTH & WELL-BEING	CHAMPION EQUITY AND INCLUSIVITY		BUILD COLLABORATIVE RELATIONSHIPS	EMPOWER ETHICAL LEADERSHIP	
GOAL #1: Build safe, inclusive and healthy learning and working environments where students feel they matter and belong.	Goal #2: Build collective understanding of: -The ongoing impact of colonialism -Anti-Oppression -CRRP	Goal #3: Provide comprehensive math programs that reflect students identities, lived experiences, needs and interests	Goal #4: Build Trust and collaborative relationships with students, families and staff through respectful and responsive communication focused on shared solutions	Goal #5: Elevate student voice in learning, assessment and decision-making	Goal #6: Build a collective understanding of ethical leadership



DISMANTLING ANTI-BLACK RACISM STRATEGY

GOAL

Achieve racial equity in YRDSB schools for Black students and staff.

OBJECTIVES

Normalize conversations about anti-Black racism

Operationalize anti-racism

Measure inequities and progress

Build organizational capacity

Build capacity and commitment within York Region

Evidence-based decision making

FOUNDATIONAL PRINCIPLES

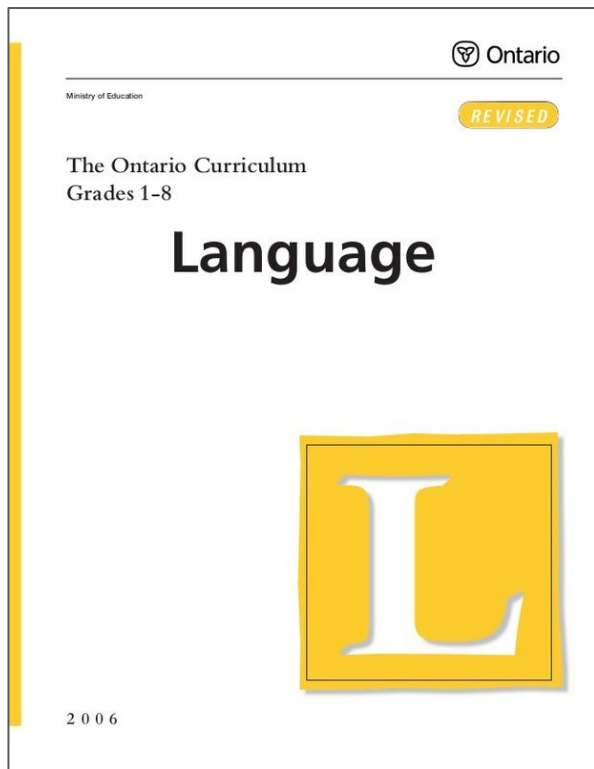
- 1 Black children experience an educational system that limits their ability to learn.
- 2 Black students have a right to access the same education promised to all Ontario students.
- 3 Black students have a right to learning environments that not only protect them from anti-Black racism and other forms of oppression, but also affirm their identities, foster their strengths, and contribute to their overall well-being.
- 4 While teachers are primarily responsible for student learning in schools, Black parents and other members of the Black community are key partners in their children's education.
- 5 Anti-Black racism is a systemic problem in the education system and throughout society, and harm can be perpetuated by even the most well-meaning and competent staff.
- 6 This strategy will be implemented with urgency, recognizing that generations of Black students in Ontario have experienced anti-Black racism in education.



FOUNDATIONAL PRINCIPLES

- 7 Accountability for and commitment to the implementation of this strategy must be visible throughout the organization and clearly articulated and demonstrated by senior leaders.
- 8 In order to change outcomes for Black students, the ideology that sustains anti-Black racism needs to change, not simply the behaviours of individuals.
- 9 The Board will act with courage, sustained focus, and endurance to embrace innovation, knowing that traditional school practices may work for some but not all children.
- 10 Understanding that not all initiatives in this strategy may have the desired impact, the Board will adopt a learning mindset when implementing this strategy.
- 11 Success will be measured not by the completion of actions but by the change made to the well-being and academic achievement of Black students and the representation and well-being of Black staff.

The “What”

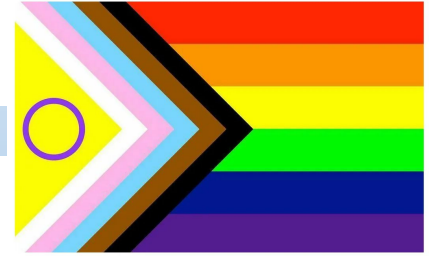


What's missing?

The “null” curriculum:

- What students do not have the opportunity to learn
- Eurocentric curriculum
- Contributes to bias and systemic racism

What is a GSA?

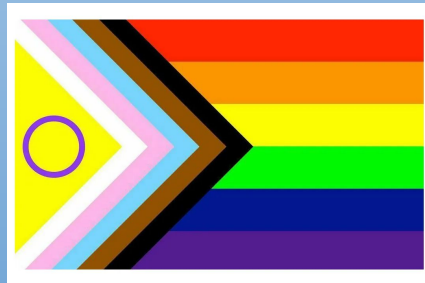


GSA stands for Gender and Sexuality Alliance.

It is a school club which involves students who either identify as 2SLGBTQ+, are discovering their identities, or are considered allies of these students and this community. This club provides a safe space with a trusted staff advisor where these students come together to support one another, discuss issues of concern, carry out school-wide activities of interest and focus on sexual/gender equality and justice. Students are never asked to self-identify. The GSA is led by students and the advisors are there in a supportive capacity. GSAs may use other names (decided on by the student members) such as “Social Justice Club,” “Pride Pack,” “Rainbow Club,” etc.

The bottom line ...

ALL students have the right to a safe,
inclusive and accepting learning
environment.



How you could
discuss these topics at
home with your child:



Tip Sheet for Families Talking to Kids About Racism and Violence

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

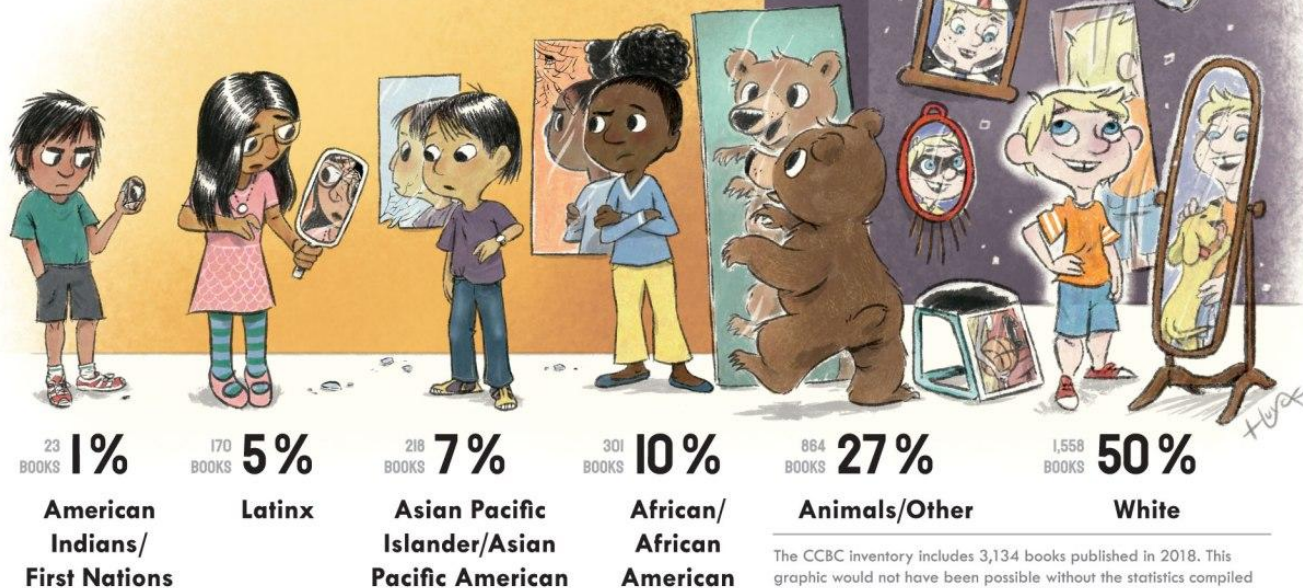


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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What message are we sending to our learners and families?

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Source: Dahlen, 2018

LUNCH ASSISTANTS NEEDED:

- Flexible days (11:55-12:55)
- 30 minutes outside & 30 minutes inside
- Police reference check and vaccination required

Progrant Status

Open Forum Discussion

Thank You!

Next Meeting:
Wednesday April 13th