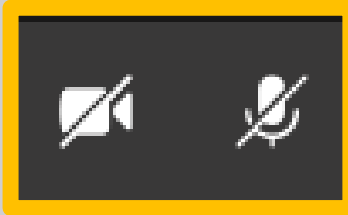


(School Name) School Council - Meeting Norms

1. Mute your microphone
2. Turn off your video
3. Open the chat and let us know you're here!
4. Feel free to turn on your video when speaking



February, 2021

1. Purpose of Land Acknowledgement

2. Learn.Disrupt.Rebuild

3. Operational Items (masks on property, walking school, Vice-Principal announcement, nutrition breaks, next transition)

curiosity

creativity

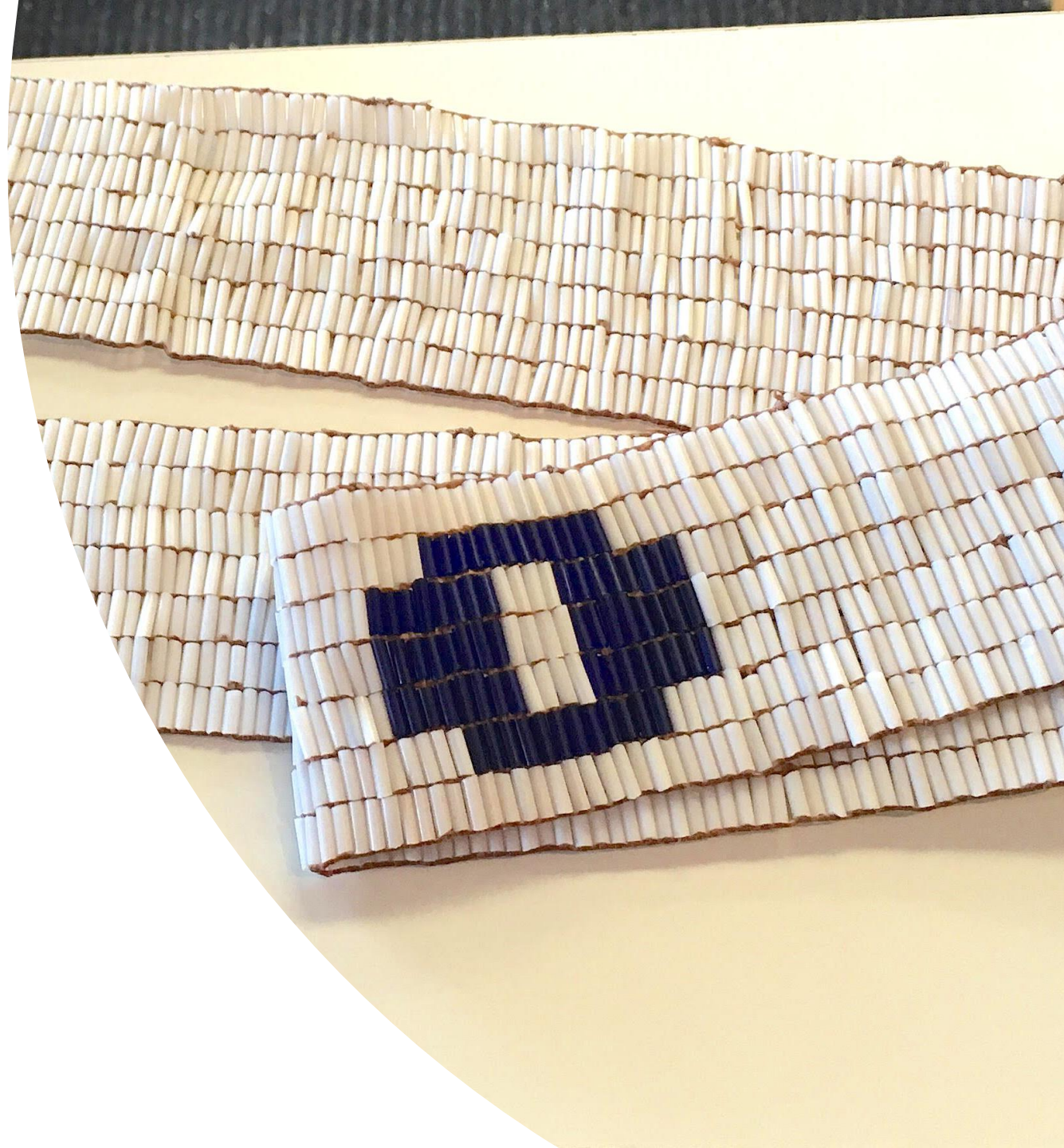
possibility

Land Acknowledgement

Hamilton-Wentworth District School Board acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the long-standing relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.



February, 2021

1. HWDSB Annual Plan (Jan 2021 to August 2022)

- Positive Culture & Well-being
- HWDSB Equity Action Plan
- Learn.Disrupt.Rebuild@HWDSB

2. School Improvement Plan

- Reading K-6
- Improving Graduation Outcomes
7-8

Student Learning and Achievement

We will improve student learning and achievement through effective instructional strategies.

Grades 7 to 12+

Goal #1: Improving the graduation outcome for all students and closing the gap for those historically underserved.

Target: At least 80 per cent of students within each cohort making progress towards graduation/graduating*.

*Graduation includes obtaining an Ontario Secondary School Diploma, Certificate of Achievement and/or Certificate of Accomplishment

STRATEGIES:

1. **Investing in People:** Provide differentiated professional learning on culturally responsive and relevant pedagogy, blended learning and personalized learning with a particular focus on engaging learners that are historically underserved.
2. **Leveraging Effective Practices:** Implement instructional, assessment and engagement practices focused on improving the outcomes for all students in grades 7 to 12.
3. **Refining Measures of Progress:** Develop and implement the tools required to monitor the progress students make towards graduation on a regular basis, from Grade 7 onwards at the classroom, school and system levels.

Grades K to 6

Goal #2: Improving the reading achievement of all students and closing the gap for those historically underserved.

Target: At least 75 per cent of students within each cohort on track as an effective reader.

STRATEGIES:

1. **Investing in People:** Provide differentiated professional learning on comprehensive literacy instruction, assessment, and interventions with a particular focus on engaging learners that are historically underserved.
2. **Leveraging Effective Practices:** Implement effective reading instruction and assessment practices from Kindergarten to Grade 6.
3. **Refining Measures of Progress:** Develop and implement the tools required to regularly monitor the progress students make towards becoming proficient readers from Kindergarten to Grade 6 at the classroom, school and system levels.



Educational Responsibilities

All boards have responsibilities related to student education as outlined by the Ontario Ministry of Education.

HWDSB Responsibility

School Boards are:

- Required to provide an inclusive environment, free from discrimination and harassment
- Liable for the actions or inaction of employees and management
- Obligated to respond appropriately when discrimination or harassment occurs, such as:
 - Progressive measures/sanctions for repeated behaviours
 - Remedies to address impact on the environment
 - Systemic remedies to prevent recurrence

Ethical Obligations

As per the Ontario College of Teachers Standards of Practice:

- **Commitment to Students and Student Learning:**
 - Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning.
- **Leadership in Learning Communities:**
 - Members promote and participate in the creation of collaborative, safe and supportive learning communities.

What is a Human Rights approach to Education?

A human rights approach to education...

- Acknowledges the overlapping, interdependent relationship between equity and human rights
- Respects the shared principles underpinning international agreements, equity work, and Ontario's *Human Rights Code*:
 - Inherent dignity and worth
 - Equal rights and opportunity
 - Freedom from discrimination
 - Creating a climate of understanding and mutual respect, so each person(student and staff) feels a part of the community and able to participate fully

Why is a human rights approach critical?

It fosters cultures that uphold, respect and promote human rights, including:

- Fostering the well-being of all students, and school staff, to enable them to thrive
- Supporting students' right to equality in education, and staff's right to equality in employment
- Promoting equality of experience and outcomes, to enables all to reach their full potential, and create a more just society

To achieve this the education system must address:

- Persistent concerns regarding harassment and discrimination in education over many years, raised by Indigenous, Black, racialized, LGBTQ2S communities, people with disabilities, and others
- Qualitative research and statistical data showing disparities in educational experiences and outcomes for many of these groups in education, and that these are worsening
- Human rights complaints against school boards

Why is a human rights approach critical? (Continued)

- The human rights approach raises awareness of and directly addresses system-wide obligations to provide inclusion, prevent discrimination and remove barriers, and respond effectively when things go wrong
- Fostering cultures that uphold, respect and promote human rights facilitates the prevention and resolution of human rights concerns in a more systemic, timely and reparative way.

What is Anti-Black Racism?

- Anti-Black racism is prejudice in attitudes and beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy.
- Anti-Black racism is **deeply entrenched** in Canadian institutions, policies and practices, to the extent that anti-Black racism is either **functionally normalized** or **rendered invisible** to the larger society.
- Anti-Black racism manifests in the current educational marginalization of African Canadians, which includes unequal opportunities, disproportionately low academic achievement, lessened experiences of well-being, and overrepresentation in the disciplinary and Special Education data.

(from: *Ontario Anti-Racism Act, 2017*)

Confronting Anti-Black Racism - Introduction

Under the OHRC and human rights case law:

The *Code* recognizes the inherent worth and dignity of every person in Ontario.

The creation of a society in which all persons can live and work in an environment that is free from discrimination is central to why we must confront anti-Black racism in Ontario schools.

- Every person in Ontario has the right to be free from racial discrimination and harassment in the social areas of employment, **services**, goods, facilities, housing accommodation, contracts and membership in trade and vocational associations.
- **Education is a service** and educators ***must*** take **proactive** steps to make sure they are not taking part in, condoning or allowing racial discrimination or harassment to happen.

LEARN.

DISRUPT.

REBUILD.

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LEARN.

DISRUPT.

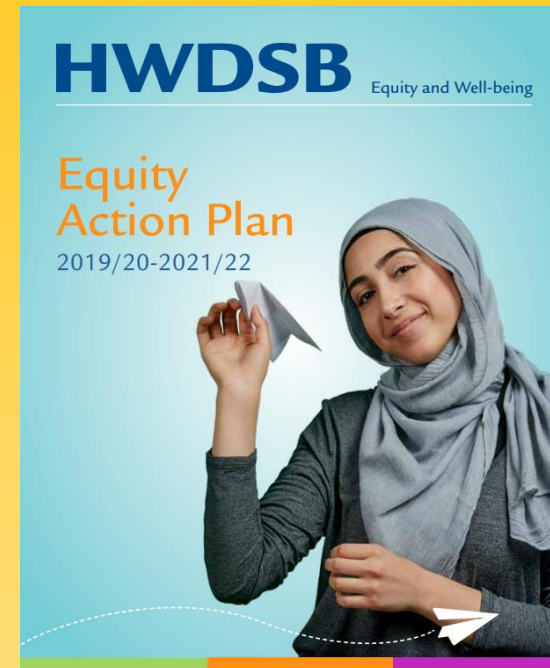
REBUILD.

@HWDSB

BUILDING A COMMUNITY OF CARE

What is Learn.Disrupt.Rebuild@HWDSB?

Learn.Disrupt.Rebuild@HWDSB: Building a Community of Care is a Kindergarten to Grade 12 curriculum resource that supports both the HWDSB Annual Plan and Equity Action Plan.



What is Learn.Disrupt.Rebuild@HWDSB?



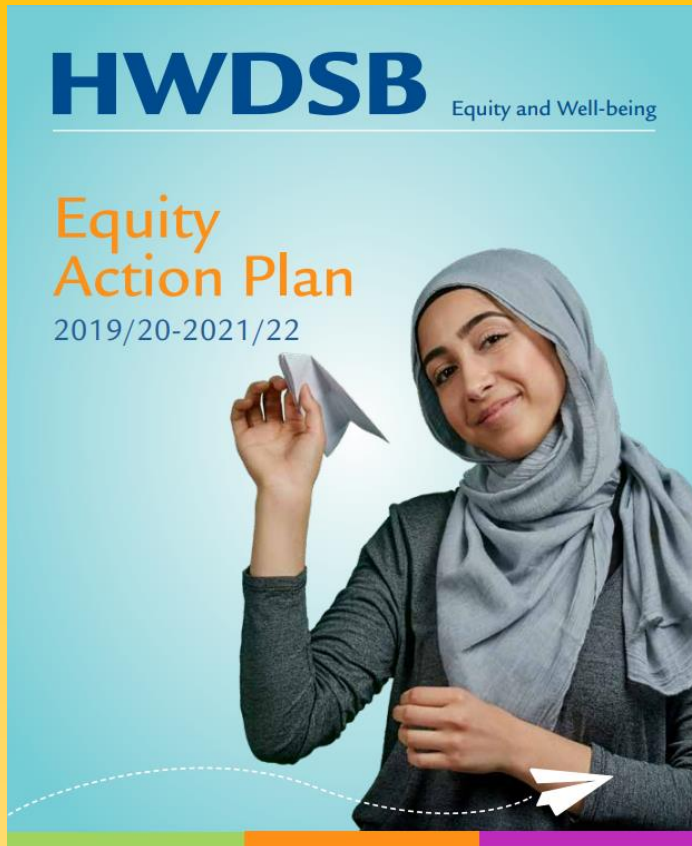
BOARD ANNUAL PLAN PRIORITIES:

- Positive Culture & Well-being
- Student Learning and Achievement

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BUILDING A COMMUNITY OF CARE

What is Learn.Disrupt.Rebuild@HWDSB?



SCHOOL AND CLASSROOM PRACTICES:

- To develop and integrate Culturally Relevant and Responsive Pedagogy (CRRP) approaches to promote teaching, curriculum and assessment that are responsive to students' needs and lived experiences.

**LEARN.
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BUILDING A COMMUNITY OF CARE

What is Learn.Disrupt.Rebuild@HWDSB?

The lessons in **Learn. Disrupt. Rebuild@HWDSB** are intended to support staff as they address issues related to human rights, equity, inclusion, anti-racism, anti-oppression, mental health, and well-being within the context of the global pandemic.

What is Learn.Disrupt.Rebuild@HWDSB?

All lessons in **Learn.Disrupt.Rebuild@HWDSB**:

- Align with overall expectations in the Ontario Curriculum across varying subject areas (Kindergarten to Grade 12)
- Directly address the Considerations for Program Planning, such as Student Well-being and Mental Health; Healthy Relationships; Human Rights, Equity and Inclusive Education that all educators must consider.

What is Learn.Disrupt.Rebuild@HWDSB?

The lessons in this resource are organized by division - Primary, Junior, Intermediate and Secondary - and grouped into four modules:

- **Module 1 - Physical Safety, Mental Health and Wellness**
- **Module 2 - Understanding Identity and Intersectionality**
- **Module 3 - Exploring Human Rights, Equity & Anti-Racism**
- **Module 4 - Empowering Action and Allyship**

What is Learn.Disrupt.Rebuild@HWDSB?

Module 1 - Physical Safety, Mental Health and Wellness:

- Listening
- Empathy
- Physical distancing
- Wearing a mask
- Handwashing
- Emotions
- Self-care

What is Learn.Disrupt.Rebuild@HWDSB?

Module 2 – Understanding Identity & Intersectionality:

- Ongoing self-care
- Building caring classroom communities
- Identity
- Race
- Power
- Privilege
- Intersectionality

What is Learn.Disrupt.Rebuild@HWDSB?

Module 3 – Exploring Human Rights, Equity and Anti-racism:

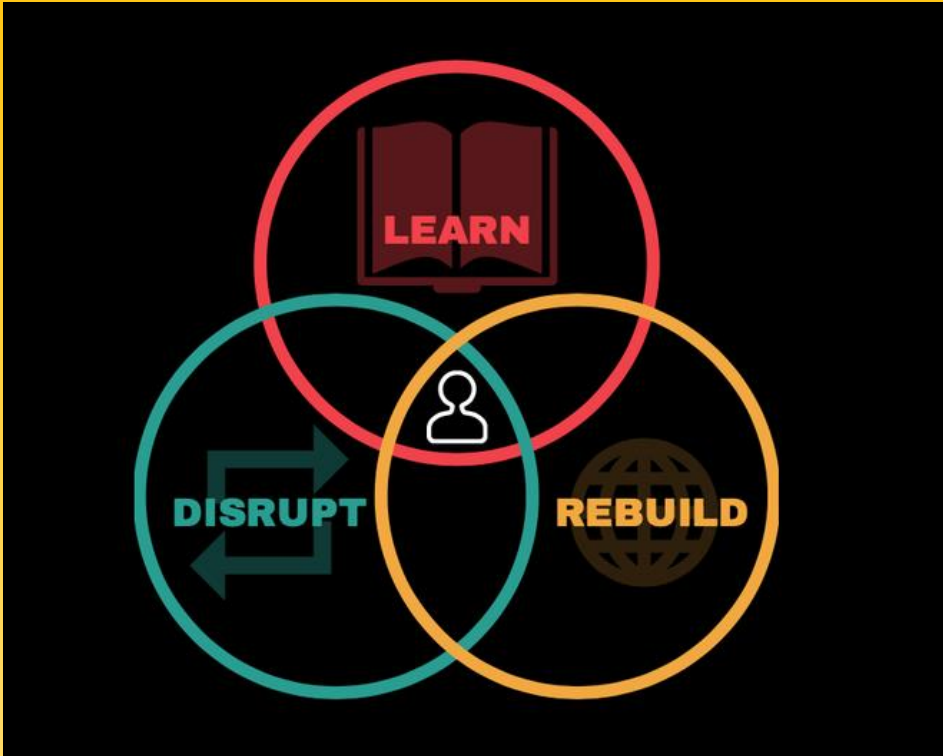
- Human rights
- Equity
- Oppression
- Discrimination
- Racism
- Gender stereotypes and pronouns

What is Learn.Disrupt.Rebuild@HWDSB?

Module 4 – Empowering Action and Allyship:

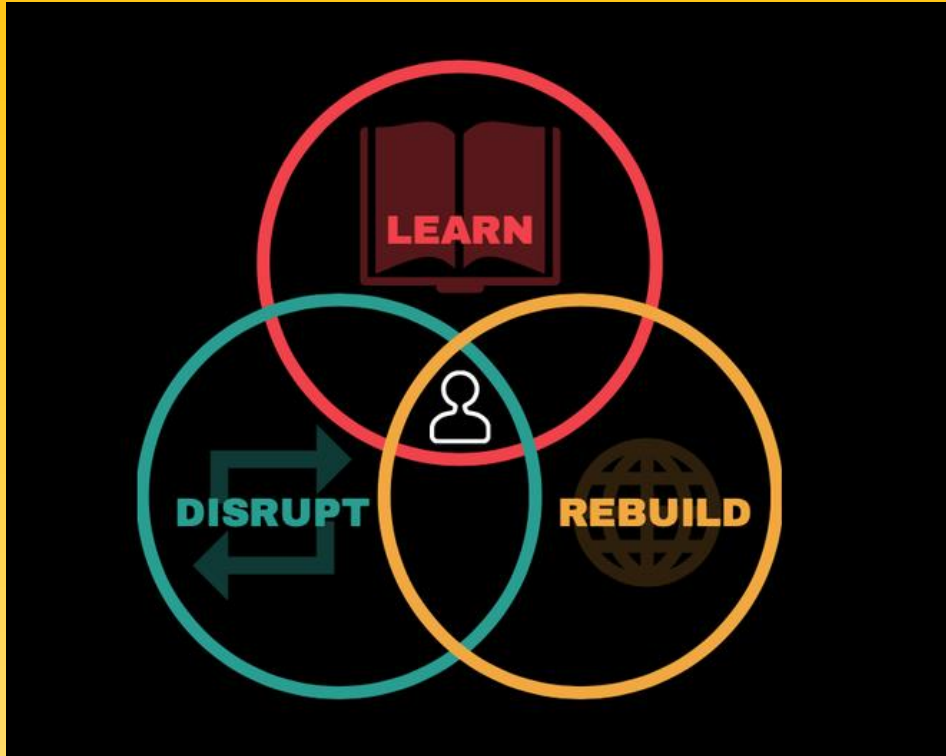
- Allyship
- Activism
- LGBTQIA+ Allyship
- Black Lives Matter

What is the goal of this learning?



- **Learn:** Develop awareness, knowledge and skills to support mental health and wellness recognizing the intersectional impact of the pandemic.
- **Disrupt:** Identify and dismantle the ongoing inequitable policies, practices, and procedures in educational spaces.
- **Rebuild:** Engage in active allyship which reshapes educational spaces to eradicate oppression and promote justice.

What is the goal of this learning?



Student-friendly language:

- **Learn:** Who I am is important for my well-being and learning.
- **Disrupt:** I notice and name things that are unfair for myself and for others.
- **Rebuild:** I am an ally in progress. I work to create a safer and fair learning experience for everyone.

What are students learning?

ELEMENTARY – SAMPLE LESSON

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BUILDING A COMMUNITY OF CARE

15. Intersectionality

Module 2 – Understanding Identity & Intersectionality
(Junior)

Learning Goal

We are learning to...

understand that identity is made up of many different parts that combine to make us who we are. Our intersecting identities influence how we experience the world.

Student Pre-reflection

- ☐ Spend some time thinking about the last few lessons where we talked about identity (Self-portrait, Flower of Power).
- ☐ How do you explain identity?
- ☐ What parts make up your identity?

Self-Portraits

What kinds of things did we include about ourselves in our drawings to show our identities?

Which parts of us were visible or easier to see? Which parts were less visible or harder to see?

Can one part of you be more important than another part? Why or why not?

Today's Big Word: INTERSECTIONALITY

To begin, let's break the word apart –

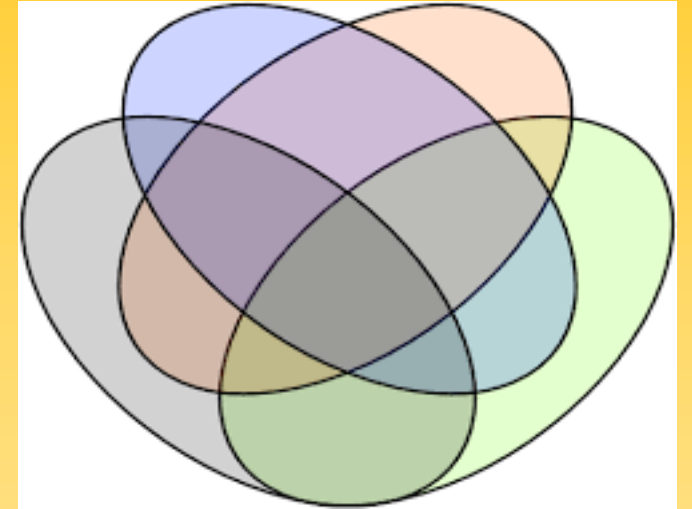
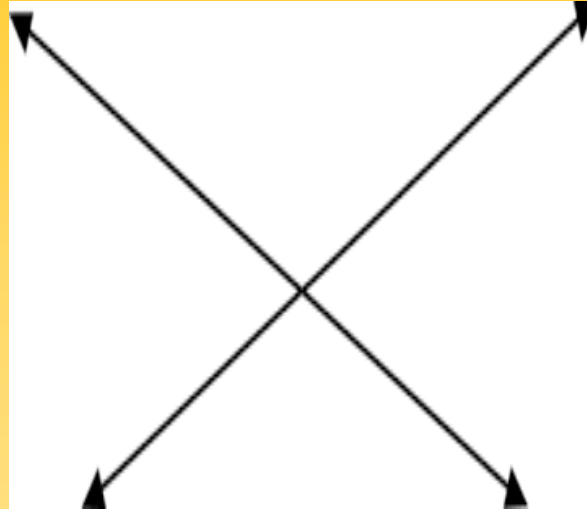
INTER – SECTION – ALITY

SECTION – means parts

INTER – means to meet or cross

INTERSECTION – means the place where parts meet or cross each other

As you look at the following images try to see if you can find the sections or parts and the intersection or the place where they meet.



What are the parts or sections? Where are the intersections (where they meet)?



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Sections of our Identities

Just like there are parts or sections in these images, our identities have parts or sections.

We are not just one thing. Each of us is made up of a collection of many parts.

These parts include many aspects of identity such as the languages we speak, place of birth, number of people in our family, favourite things, religion or faith, gender, race, abilities and many, many more.

We are all these things at once and they can't be separated from each other.

INTERSECTIONALITY

INTERSECTIONALITY – is knowing that all the parts of a person's identity combine to make them who they are and no one part can fully describe a person.

Kids Explain Intersectionality



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Privilege and oppression

Intersectionality also means that people will experience the world in different ways based on all the parts of their identities.

Some of their experiences may be helpful (**privilege**) and some of their experiences may be harmful (**oppression**).

We are all intersectional people. The privileges and oppressions we experience are not isolated.



If you had to explain *intersectionality* to a friend or family member what would you say?

- Write a journal response **OR** create a sketch note **OR** design an image to demonstrate your understanding.



Post-reflection

- Talking about my identity with others is _____ because...
- Listening to others share about their identity is _____ because...

How can I support my child?

Some suggested conversation starters:

- What did you learn about today?
- What did you think about what you learned today?
- How did you feel at the end of the lesson?
- Do you have any questions about this topic/idea?
- How can I support you right now? What do you need from me?

Who can I contact if I have questions?

- As always, the classroom teacher is always the first person you should contact when you have questions or concerns regarding your child's learning.
- Families are also invited to reach out to the school principal or vice-principal
- HWDSB [Addressing Concerns Process](#)

School Based Priorities

- Next Transition Period - May 4
- HWDSB \$500.00 fund for School Council
- Mr. D Hazell last day March 19
- Mr. C Hazell will begin week of March 22 – June 30



curiosity

creativity

possibility