

Recording

Jill Hollingsworth...



Heath, Christy



Jennifer Zurba



Rukiya Mohamed (she/her/...

# Wards 15 and 16 Forum

## Equity Conversations



Slide 1 | 0.4x | Mute | Post | Captions | Tpc | 4P | Settings | EXIT

### Participants (67)

- AH Adonica Huggins she/her
  - Kristen P
  - SG Susan Gurney
  - Avinash Mani, Crescent To...
- Raise Hand  
  yes  
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  go faster  
  more

Invite   Unmute Me

### Chat

From Jennifer.Story@... to Everyone:  
Yes, we will send out minutes and slides to all participants as well as everyone who is subscribed to my/Michelle's e-news.

And will post on our respective web pages

From Dayna Tekatch to Everyone:  
Thank you!

From Winnie (she/her... to Everyone:  
Great, thank you!

To: Everyone

o|

# Learning Goals

1. Build our understanding of school and system leadership in equity, anti-oppression and anti-racism in in-person and remote-learning environments.
2. Explore the role of School Councils to support the work of the School Improvement Plan as it relates to Equity.



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Jennifer Zurba



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# Setting Context: Multi-Year Strategic Plan

## Leadership Development

### What is our goal?

To support educators and leaders to have the knowledge, skills, and resources to ensure anti-oppressive and equitable practices are in place to support student learning, well-being, effective instruction and service excellence.

## Leadership Development in Equity & Anti-Oppression

### What is our goal?

To support District and site leaders to develop skills and a capacity to address issues of human rights, equity and anti-oppression at the system and classroom levels.

To strengthen our organizational culture to foster shared leadership, ensure learning cultures embody human rights and support the achievement of all of our students and the priorities in the Multi-Year Strategic Plan.

## Community Engagement

### What is our goal?

To strengthen the processes by which all parents and caregivers have opportunities to contribute to the direction of the Board and their local school's improvement planning efforts.

To strengthen engagement of all stakeholders as we determine and implement systemic and equitable change.



Unmute Start Video Participants 68 Chat Share Leave



Recording

Sherry Phillips (Frankland)

Victoria

Owen Hathaway

Beverly

# Common Understanding: Equity

Equity ensures equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. **Equity is not the same as equal treatment because it recognizes a social-cultural power imbalance that unfairly privilege some while oppressing others and therefore focuses on redressing disparity** - meeting individual needs to ensure fair access, outcomes and participation that results in equality, acknowledging historical and present systemic discrimination against identified groups and removing barriers, eliminating discrimination and remedying the impact of past discrimination and current oppression. **Equity practices ensure fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities and intersectionality of multiple social identities, access to privileges and impacts of oppression.** Equity honours and accommodates the specific needs of individuals/ groups.

Participants (73)

- FS Felicia Seto-Lau (PIAC)
- SP Stephen Parsons - TDSB ...
- DT Dayna Tekatch (Wilkinson ...)
- A( Alisa (Riverdale)
- J( Joe (Gledhill PS)

Invite Unmute Me

Chat

Thank you!

From Winnie (she/her... to Everyone):  
Great, thank you!

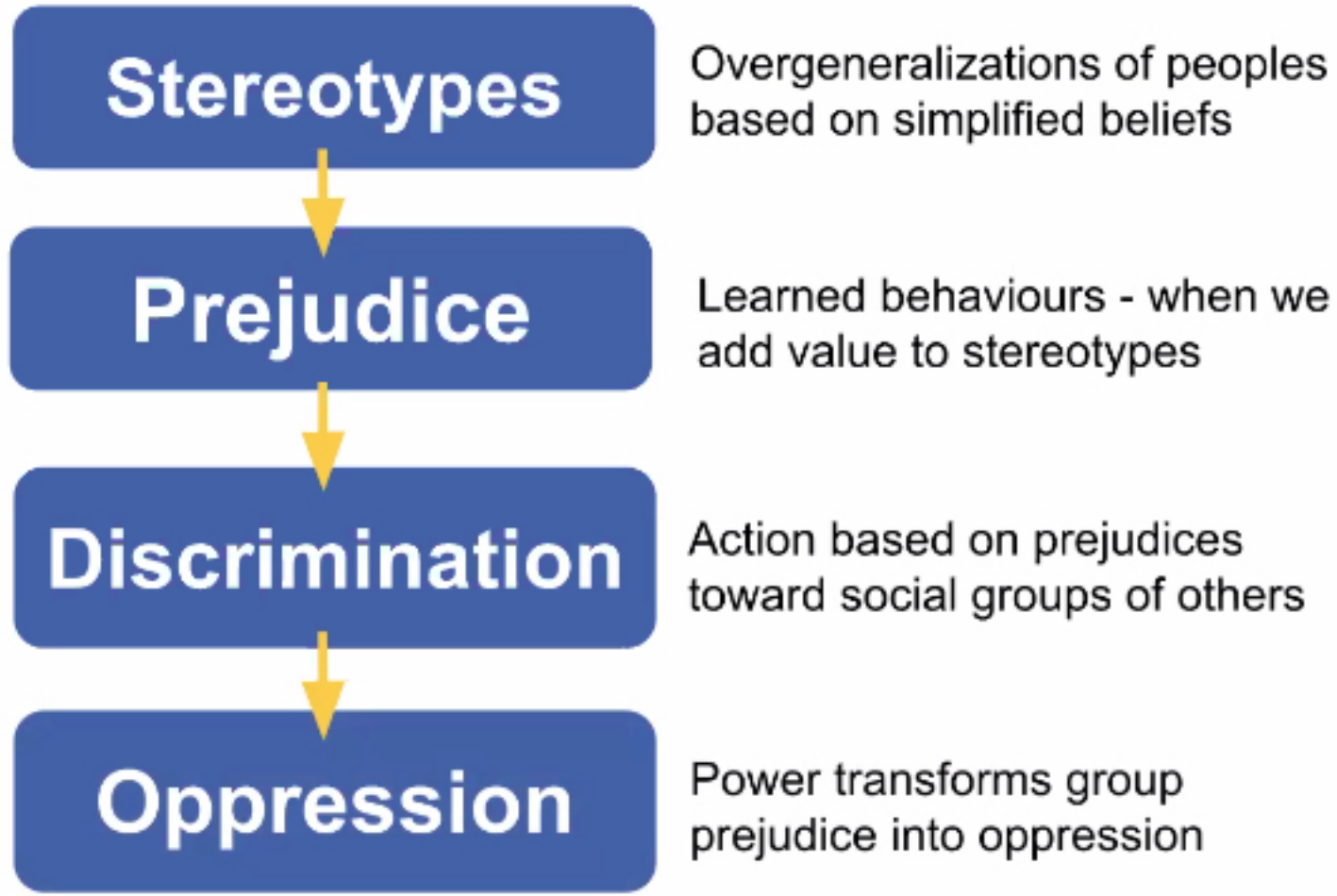
From Joe & Michelle to Everyone:  
The current speaker mentioned that our community schools are 'predominantly white and affluent'. I'm new to our community and my daughter doesn't yet attend Gledhill PS (she will in the future). Is there demographic information available for our schools, or would the best source for information be Stats Can?

To: Everyone

Recording

Sherry Phillips (Frankland) Victoria Megan & James Beverly

# Common Understanding



5

Slide 5

0.4.4 News Poster Captions Tpc

EXIT

Participants (73)

Samantha (she/her) . Fran...

FD Fiona Devine (Eastview NC...

KW K. Wessenger-Macdonald (...

MC Manita( Crescent Town Pu...

Raise Hand yes no go go faster more

Invite Unmute Me

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Heath, Christy



Rukiya Mohamed (she/her/...



Jennifer Zurba

# Common Understanding

## Race

**Race** is a social construct. This means that society forms ideas of race based on geographic, historical, political, economic, social and cultural factors, as well as physical traits, even though none of these can legitimately be used to classify groups of people.

- Ontario Human Rights Commission

## Anti-Racism

**Anti-racism:** is the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.

- Ontario Anti-Racism Directorate

## Racism

Racism is set of assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

- Ontario Human Rights Commission

## Anti-Black Racism

**Anti-Black racism:** is prejudice, attitudes, beliefs, stereotyping or discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and colonization.

- Ontario Anti-Racism Act



### Participants (72)

- JH Jill Hollingsworth - Duk... (Me)
- Heath, Christy (Host)
- Jennifer Story (... (Co-host)
- RM Rukiya Mohamed (she/her/...

Invite

Unmute Me

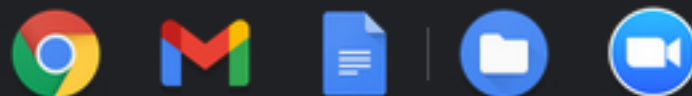
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From Sprack, Marc to Everyone:

The demographic information available to families- found on the school website shares the following numbers or percentages. Gender, Primary Language other than English and students born outside Canada

To: Everyone



Recording

Jill Hollingsworth...



# Connections to School: Equity Goal

## A goal embedded in Equity:

- Supports educators in ensuring the achievement and well-being of students.
- Supports adults building their consciousness to ensure they are able to enact the goals for student development.



### Participants (75)

- JH Jill Hollingsworth - Duk... (Me)
- Heath, Christy (Host)
- Jennifer Story (... (Co-host)
- RM Rukiya Mohamed (she/her/...

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Recording

Jill Hollingsworth...

Heath, Christy

Rukiya Mohamed (she/her/...)

Sprack, Marc



# Blake Street Public School

**Equity in Action:** Working Together to bring School, Parent Council and Community Together



Participants (75)

- MJ Ms. Jensen
- NC Nicoll Clever Devices/TDS...
- CK Carrie Klassen
- C Christine
- T Tania

Raise Hand yes no go slower go faster more

Invite Unmute Me

Chat

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From Joe (Gledhill P... to Everyone:  
Thanks for pointing me in the right direction Marc. Seems like we have wonderful array of diversity at Gled hill with 111 primary languages other than English spoken!

From Kim Roberts to Everyone:  
What are the tactical recommendations for measuring the goal?

To: Everyone

Recording

Jill Hollingsworth...



# School Improvement Planning at Blake

**EQUITY GOAL:** We will continue to co-develop inquiries grounded in social justice, sustainability and power and privilege centering the identities and experiences of our school community to ensure that all students and families see themselves reflected in the curriculum and feel safe and welcome at school.



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Rukiya Mohamed (she/her/...



Sprack, Marc

# School Improvement Planning at Blake

What students see, hear and do every day reflects who they are and validates their lived experiences...to do so, staff will:

- Develop **school based guiding questions** (three – one per term) that focus on issues of identity (example: community, names...)
- Develop **long range plans** through an inquiry lens with a focus on guiding questions that are steeped in social justice, sustainability and power and privilege within a historical and global context.
- Deepen our **community outreach**, and **conduct annual equity conversations** (with a focus on specific key marginalized groups) to ensure our students and guardians feel that our school is a safe, welcoming place where all identities are valued and represented.
- Critically review **student achievement data** to determine patterns within underachieving cohorts as related to race and socio-economic status.

Slide 11

Navigation icons

EXIT

## Participants (76)

MJ	Ms. Jensen		
NC	Nicoll Clever Devices/TDS...		
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C	Christine		
T	Tania		

Raise Hand   yes   no   go slower   go faster   more

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# School Wide Guiding Questions 2020 - 2021

- Who AM I and what is my story? (IDENTITY)
- What influences my story and who gets to tell it? (IMPACT OF STEREOTYPES)
- How can I change the perception of my story? (RESISTANCE)



Slide 11 | Q&A | Notes | Remote | Options | Tap | EXIT

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  - T Tania
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# Inquiry Based Long Range Planning

In unpacking the curriculum, be sure to THINK about:

- Whose voices are represented?
- How are individual students' stories validated?
- What is the BIG IDEA for learning?
- How will learning fit into school wide inquiry based guiding question?



Slide 12

Q&A Notes Remote Options Tap

EXIT

Participants (76)

MJ Ms. Jensen

NC Nicoll Clever Devices/TDS...

CK Carrie Klassen - Equinox (s...

C Christine

Shone Joos

Raise Hand

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From Kim Roberts to Everyone:  
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From Rukiya Mohamed ... to Everyone:  
There are many ways to measure the experiences of students and their families within a school community. For example, focus group discussions, site-specific surveys, the TDSB administers a Census, etc.

To: Everyone

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Heath, Christy

Rukiya Mohamed (she/her/...)

Sprack, Marc

# Inquiry Based Long Range Planning

Within your long range planning, how will you incorporate and investigate aspects of:

- Power and privilege
- Social justice
- Diversity of perspective
- Anti-oppression
- Activism
- Historical and present day contexts



Slide 13

Q&A Notes Polls Options Tap

EXIT

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From Negin (Franklan... to Everyone:  
These guiding questions are fantastic- way to go, Blake School!

From Kim Roberts to Everyone:  
Thanks Rukiya

To: Everyone

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# In the Kindergarten Classroom

Students are unpacking their identity. We are focussing on the first guiding question - "Who am I?" After reading the book **Why Am I Me?** Students were asked to wonder about their differences, and there were a lot of similarities as well.

They noticed that some of their friends had the same eye, hair and skin colour. They also noticed some friends had the same shoes, tshirt, etc.

After this discussion, a friend in our classroom mentioned **"We all have different skin colour and look different but inside of us, it's all the same."**



Participants (78)

- Avinash Mani, Crescent Io...
- Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- Y. Laine (Gledhill)
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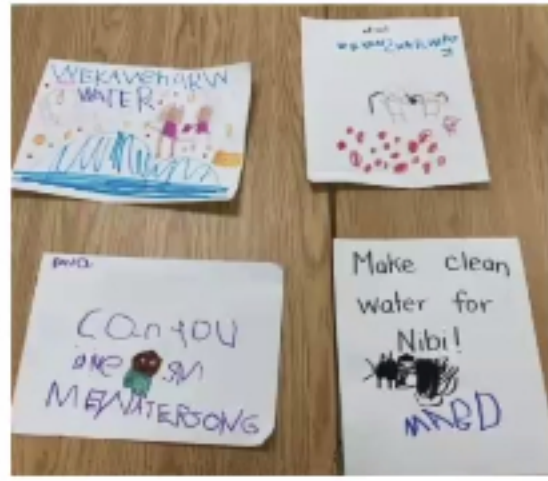
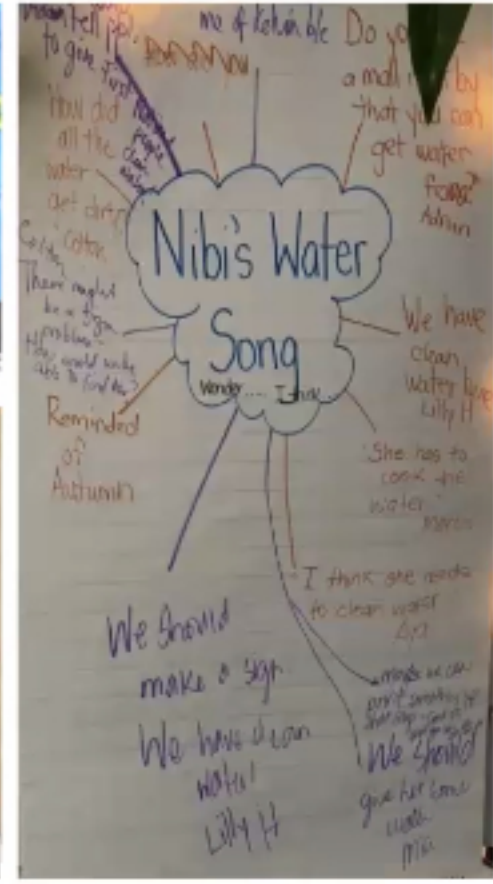


**Participants (80)**

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# In the Kindergarten Classroom



After reading the book Nibi's Water Song, students discussed the lack of access to clean water in many Canadian Indigenous community.

They created posters, shared their learning with other classrooms and started a fundraising and awareness campaign.

Invite Unmute Me

**Chat**

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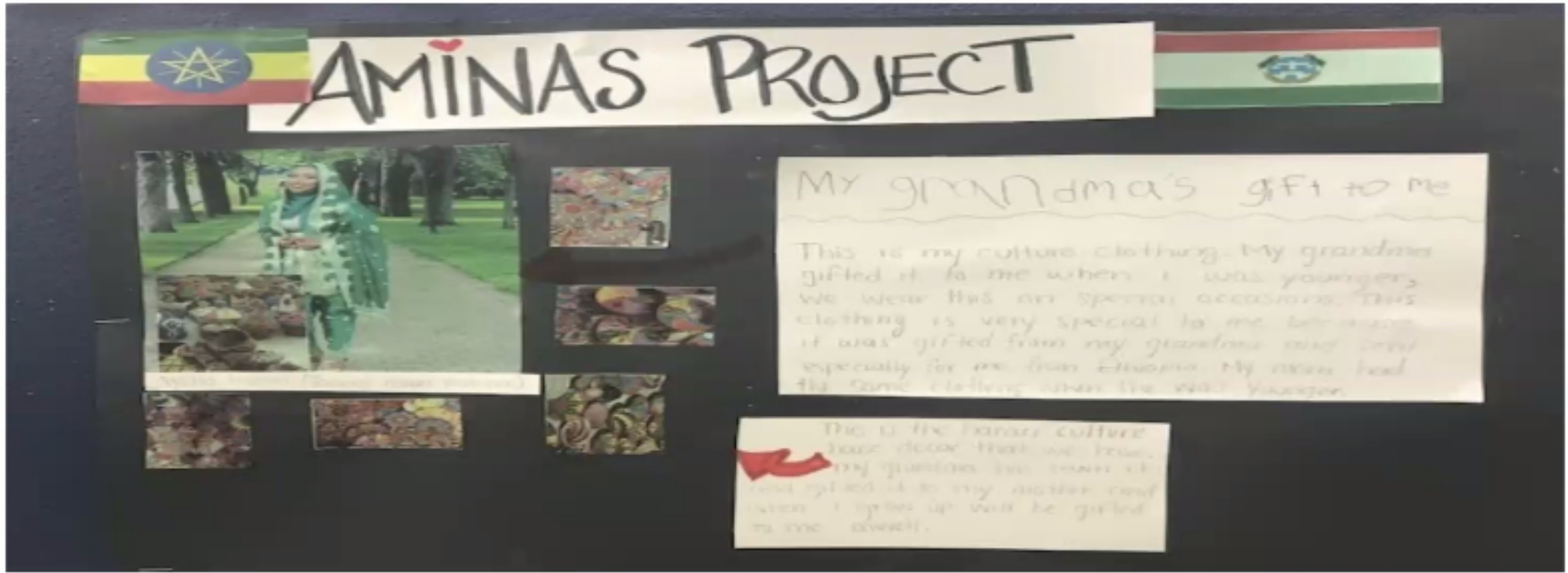
Heath, Christy

Rukiya Mohamed (she/her/...)

Sprack, Marc

# In the Primary Classroom

## Identity-based Projects



Participants (80)

- Avinash Mani, Crescent Io...
- Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- Y. Laine (Gledhill)
- Kiki Karailiadis

Raise Hand yes no go slower go faster more

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Jill Hollingsworth...

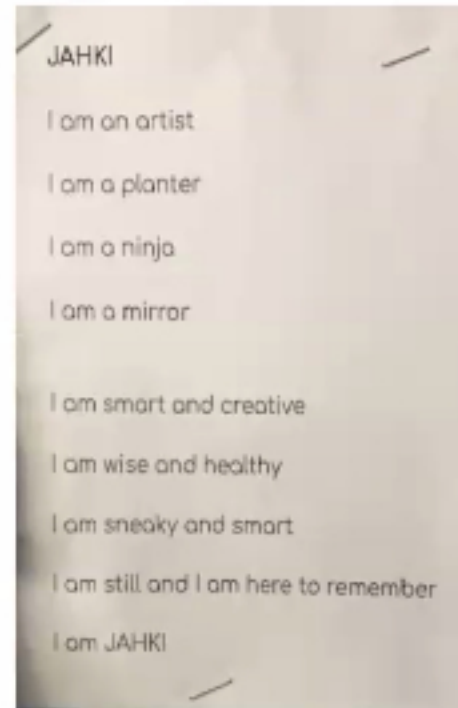


# In the Primary Classroom

## Drama, Dance and Music

We created puppets of ourselves, and backdrops of our community, that used to create performances focused on OUR IDENTITIES.

We thought about our different identities and adjectives that describe those identities, and we connected these ideas to CHARACTER and VOICE in our dramatic presentations, which we video taped.



**Participants (80)**

- Avinash Mani, Crescent Io...
- Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- Y. Laine (Gledhill)
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From Kim Roberts to Everyone:  
Thanks Rukiya

To: Everyone

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Jill Hollingsworth...

Heath, Christy

Rukiya Mohamed (she/her/...)

Sprack, Marc

# In the Primary Classroom

French Immersion classes participated in a French Let's Talk About Racism Workshop with The Toronto French Book Fair.

They wrote a song about their fight to end racism in the world.



Donne moi l'amour  
 Donne moi l'amitié  
 Dans nos main  
 On tien la liberté  
 refrain 4X  
 Pas de racism  
 On veut de l'amour!



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From Kim Roberts to Everyone:  
 Thanks Rukiya

From Randy S to Everyone:  
 @Rukiya what was the title of the book you recomme nded during your presentation

To: Everyone

Recording

Jill Hollingsworth...



# In the Junior Classroom

**World View as Power**  
Why did you Africans kidnap African People?  
Why weren't White People Bumped?  
Who did the Africans do?  
What did they do there?  
Why do white views on Africa - never EVER stop?  
Why do white views on Africa - never EVER stop?  
Why do white views on Africa - never EVER stop?

**Money as Power**  
Why do some jobs have more money than others?  
Why is money so important?  
Who invented money?  
Why is a child that is born rich better off than a child that is born poor?  
Why do some people have more money than others?  
Why do some people have more money than others?

**SEXUAL ORIENTATION**  
Man + woman <sup>NORM</sup>  
↳ heterosexual  
Non-man + woman  
↳ Lesbian  
Ban + Man  
↳ Gay  
Man - woman - woman  
↳ Bisexual / Pan  
Non-NORMATIVE

**Who has power?**  
We all have in different ways and at different times.

**Different Bodies**  
All bodies are different  
Not disabled by our bodies, but by the world  
Mobility  
Blind  
limbs - fine  
learning  
social mode  
World needs to support d

**Race as Power**  
What is racism? (Robin)  
How was racism made? (Hymen)  
Who can be racist? (Kevin)  
How is racism power? (Helen)  
Why is racism directed toward Black people? (Eve)  
Who benefits from racism? (Noel)

**Gender as Power**  
How is gender a power?  
What is gender?  
Where does the idea of gender come from?  
What or who created gender?  
Why are we what we are?  
Why are there stereotypes?  
cisgender

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From Kim Roberts to Everyone:  
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From Randy S to Everyone:  
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# In the Junior Classroom

Grade 5/6 Student Reactions to the founding of #FaceRace by Brad Lee and the rise of anti-Asian sentiment during the Covid-19 Pandemic. [Brad Lee and the founding of #FaceRace, an online forum](#) from the Toronto Star. The article was translated into French for students.

*Brad Lee se sent déçu et "attristé et honteux en tant que canadien". Ceci a été une des raison qu'il a créé #FaceRace. Selon l'article et #FaceRace, les étapes quand tu es confronté avec une commentaire raciste est d'en premier, rester calme. Ensuite, dit "Comme vous, je suis également stressé et souffre de ce virus, mais votre racisme a aggravé les choses pour nous tous et la plupart des canadiens ne sont pas racistes. Quelle est ton excuse?" -Maximo Stamatou*

*#FaceRace était établie pour que les personnes d'origine asiatique-canadien puissent partager leurs expériences et leurs exemples de micro-agressions contre eux. Il y a beaucoup plus d'événement raciste alors que le coronavirus a commencé et donc il y a beaucoup de personnes qui veulent partager leurs histoires pour éduquer les autres. -Ksenia Stasniuk*



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From Michelle Aarts ... to Everyone:  
<https://www.chapters.indigo.ca/en-ca/books/is-everyone-really-equal-an/9780807758618-item.html>

From Rukiya Mohamed ... to Everyone:  
Is Everyone Really Equal by Sensoy and DiAngelo. It is an introduction to key concepts in Social Justice Education.

Thanks Michelle!

To: Everyone



Recording

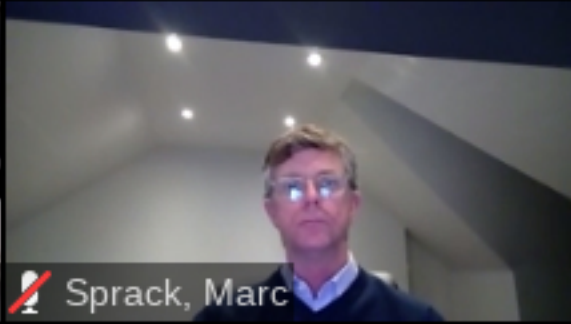
Jill Hollingsworth...



Heath, Christy



Rukiya Mohamed (she/her/...)



Sprack, Marc

# In the Junior Classroom

**How have you been impacted by the use of stereotypes? I.e. Sometime people thought it was weird that I taught Kindergarten as if it was not a job for men.**

**Have you noticed times when you questioned gender roles? I.e. why are the women always doing the dishes?**

**JAM BOARD DISCUSSION**

**What is an issue that you would want to take action on?**

**What type of action would be appropriate?**

**THINKING POINT**

Many rebels and rebels have used violence to overthrow power and make change. Do you think this can be justified?

**I think they can justify. Kurtis**

**THINKING POINT**

Nobody is born racist. Why do you think some people might grow up to have racist views?

**Who influences our stories?**

**Who influences our stories?**

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# School Wide Sharing Project, Term 1:

## Artifacts of My Ancestors



I brought in my Métis sash. It is connected to my family because my Nimama is Metis. It is important to me because I love being Metis. It is connected to my identity because I am Indigenous.



Ms Theed shared with the class the story of how she found her native name. She also brought in her moccasins, and her smudging bowl and drum. She ended off her share with a smudging in our front garden to bless our school and all our community.

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From Rukiya Mohamed ... to Everyone: Is Everyone Really Equal by Sensoy and DiAngelo. It is an introduction to key concepts in Social Justice Education.

Thanks Michelle!

From Maria Burgos mo... to Everyone: How do you develop the capacity of teachers to teach lessons in this manner and to do so in an effective and accurate way? Did the teachers at your school receive specialized training?

To: Everyone

Recording

Jill Hollingsworth...



# School Wide Sharing Project, Term 2:

## Classroom PSAs: The Danger of Stereotypes

### Learning in progress ... stay tuned



#### Participants (81)

- Avinash Mani, Crescent Io...
- LJ Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- YL Y. Laine (Gledhill)
- KK Kiki Karailiadis

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Invite

Unmute Me

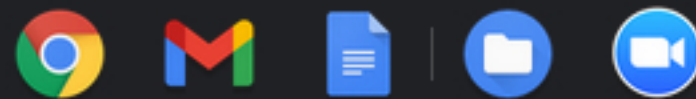
#### Chat

From Maria Burgos mo... to Everyone:  
 How do you develop the capacity of teachers to teach lessons in this manner and to do so in an effective and accurate way? Did the teachers at your school receive specialized training?

From Randy S to Everyone:  
 Thank you!

From Winnie (she/her... to Everyone:  
 Great question Maria - I was wondering the same thing...

To: Everyone





Recording

Jill Hollingsworth...

Heath, Christy

Rukiya Mohamed (she/her/...)

Sprack, Marc

# Classroom Resources



Participants (81)

- Avinash Mani, Crescent Io...
- Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- Y. Laine (Gledhill)
- Kiki Karailiadis

Raise Hand yes no go slower go faster more

Invite Unmute Me

Chat

Thank you!

From Winnie (she/her... to Everyone:  
Great question Maria - I was wondering the same thing...

From Michelle Aarts ... to Everyone:  
Culturally Relevant and Responsive Pedagogy is a Provincial curricular expectation but each school extends that to specific resources based on the SIP and school data. Both a system expectation and a locally adaptable work

To: Everyone

Recording

Jill Hollingsworth...



# Daily Personalized Land Acknowledgements

Junior and Middle School students lead our morning announcements. As part of this process, they are asked to rewrite and personalize the TDSB Land Acknowledgement in an attempt to reflect on their own Identity, power and privilege on Indigenous lands.

My name is Aynsley. I am a settler. I was born, raised, and still live in Toronto, on Indigenous land. I am committed to change my ways of learning. I am thankful for being able to live on such amazing land and safe land which I acknowledge was stolen. We are hosted on the land of the Mississauga of the New Credit, the Haudinshodee Confederacy and the Wendat. We also recognize the induring presence of all First Nations, Metis and Inuit peoples. I want to acknowledge that colonial violence continues to negatively impact Indigenous peoples- for example the lack of clean drinking water on reserves in Ontario. I recognize we are gathered in an institution with a colonial history, and colonial present, and aim to continually lessen ongoing colonial harms through speaking about them to avoid further erasure of indigenous culture and languages.



## Participants (80)

- Avinash Mani, Crescent Io...
- Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- Y. Laine (Gledhill)
- Kiki Karailiadis

Invite

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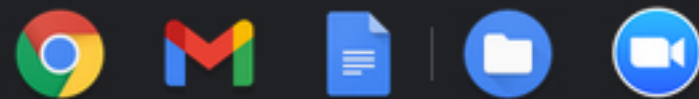
## Chat

From Michelle Aarts ... to Everyone:  
Culturally Relevant and Responsive Pedagogy is a Provincial curricular expectation but each school extends that to specific resources based on the SIP and school data. Both a system expectation and a locally adaptable work

The TDSB also builds specific resources and PD and then schools have budget as Ms. Zurba describes

From Joe (Gledhill P... to Everyone:  
Question for Ms. Zurba,

To: Everyone



Recording

Jill Hollingsworth...



# School Description: Student Written

We are BlakeSteeet Public School students and we are proud of the community we live in. We live in apartment buildings, town houses, basement apartments, houses and shelters. We live in the heart of downtown Toronto, but we are surrounded by local parks. We are a diverse community made up of different religions, races, countries of origin, identities, cultures, wealth and family structures. Many of us experience poverty, but we are a helpful, cooperative, thoughtful and generous community. We have food banks, a Boys and Girls Club, a clothing swap, and a local community centre, We also organize special events to celebrate our school spirit. We all belong and make Blake Boulton the unique and caring community it is.



### Participants (79)

- LJ Liz Jenkins (Morse St Jr PS)
- JS Julia S.: Cosburn parent
- YL Y. Laine (Gledhill)
- KK Kiki Karailiadis
- AE Anna Epitropou

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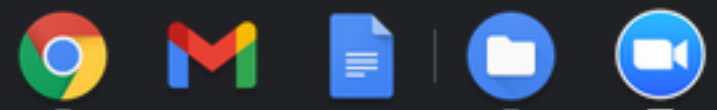
Invite Unmute Me

### Chat

chool Improvement happens in many different ways. Several of our schools are engaged in collaborative inquiry based learning, others in professional learning within divisions aimed at building capacity in high yield teaching strategies. Many of the revised curriculum documents, i.e., Science and Social Studies centres "big Ideas" as the origins of lesson planning and assessment.

From Michelle Aarts ... to Everyone:  
[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_ResponsivePedagogy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf)

To: Everyone



Recording

Jill Hollingsworth...



# School Murals



tdsb.on.ca

**Participants (80)**

- LJ Liz Jenkins (Morse St Jr PS)
- Julia S.: Cosburn parent
- YL Y. Laine (Gledhill)
- KK Kiki Karailiadis
- AE Anna Epitropou

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Invite Unmute Me

**Chat**

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From Adonica Huggins... to Everyone:  
 That Land Acknowledgement could have been written by one of my U of T students!

To: Everyone

Recording

Jill Hollingsworth...



Participants (81)

- Kristen P
- ZB Zoe Bennett
- AL Allina Lee - TDSB Mobile iPhone
- NS Nadia Smid (Quest)

Raise Hand yes no go slower go faster more

Invite Unmute Me

Chat

ssment.

From Michelle Aarts ... to Everyone:  
[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_ResponsivePedagogy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf)

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From Bowmore Koreena... to Everyone:  
 Are we going to talk about equity and school councils? I thought that was what this session was about?

To: Everyone



Recording

Jill Hollingsworth...



Settings

Fullscreen

Participants (81)

- Kristen P
- ZB Zoe Bennett
- AL Allina Lee - TDSB Mobile iPhone
- NS Nadia Smid (Quest)

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# Library Resources



Invite Unmute Me

Chat

ssment.

From Michelle Aarts ... to Everyone:  
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 Are we going to talk about equity and school councils? I thought that was what this session was about?

To: Everyone

Unmute Start Video

81 Participants Chat Share

Leave

Recording

Jill Hollingsworth...



# Global Music



tdsb.on.ca

Slide 30

Q&A Notes Pointer Options Tap

Participants (82)

- Kristen P
- ZB Zoe Bennett
- AL Allina Lee - TDSB Mobile iPhone
- NS Nadia Smid (Quest)

Raise Hand yes no go slower go faster more

Invite Unmute Me

Chat

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_ResponsivePedagogy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf)

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Are we going to talk about equity and school councils? I thought that was what this session was about?

From Dayna Tekatch (... to Everyone:  
I am hugely impressed by Blake School.

To: Everyone

Recording

Jill Hollingsworth...



# School Councils: Equity Goal

1. Moving forward, how might your lived experiences and understandings of equity, anti-racism and anti-oppression support or inform the continued involvement in your school community?
2. As key members within the school community, what do you see as your role in the development and continued implementation of your school's Equity goal?

## Participants (82)

- Kristen P
- ZB Zoe Bennett
- AL Allina Lee - TDSB Mobile iPhone
- NS Nadia Smid (Quest)

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Invite Unmute Me

## Chat

s? I thought that was what this session was about?

From Dayna Tekatch (... to Everyone: I am hugely impressed by Blake School.

From Randy S to Everyone: love this!

From Me to Everyone: very impressive!

From Negin (Franklan... to Everyone: Amazing work!

To: Everyone

Type message here



Recording

Jill Hollingsworth...



# Blake School Council Chairs

Meaghan Philips-Shiner

Valerie Laurie



Slide 32

**Participants (81)**

- AL Allina Lee - TDSB Mobile iPhone
- NS Nadia Smid (Quest)
- VR Valia Reinsalu
- SH Shabana Hussain

Raise Hand
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Invite Unmute Me

**Chat**

The artwork is so so important! Way too many schools that are so grey and plain! The fact that this art is so r  
representative is just fantastic.

From Anne Keary (Urs... to Everyone: 7:29 PM  
Thank you so much - that was inspiring!

From Heather Myrvold... to Everyone: 7:30 PM  
Thank you Jenn! Makes me miss working with Blake :)

From Jennifer Story ... to Everyone: 7:33 PM  
Thank you Jennifer Zurba!!! Fantastic presentation.

To: Everyone

[Type message here]

Recording

Jill Hollingsworth...



# Community Building

Welcome Back Potluck  
 Family Dance Nights  
 Wellness Night  
 Clothing Swap  
 Skate Bank



## Participants (81)

- AL Allina Lee - TDSB Mobile iPhone
  - NS Nadia Smid (Quest)
  - VR Valia Reinsalu
  - SH Shabana Hussain
- Raise Hand  
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Invite

Unmute Me

## Chat

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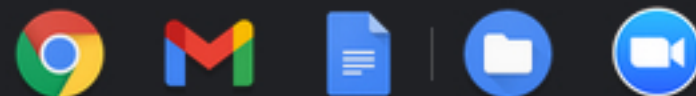
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Thank you so much - that was inspiring!

From Heather Myrvold... to Everyone:  
Thank you Jenn! Makes me miss working with Blake :)

From Jennifer Story ... to Everyone:  
Thank you Jennifer Zurba!!! Fantastic presentation.

To: Everyone

[Type message here



Recording

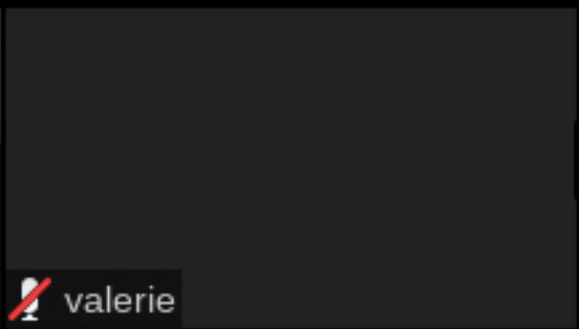
Jill Hollingsworth...



Heath, Christy



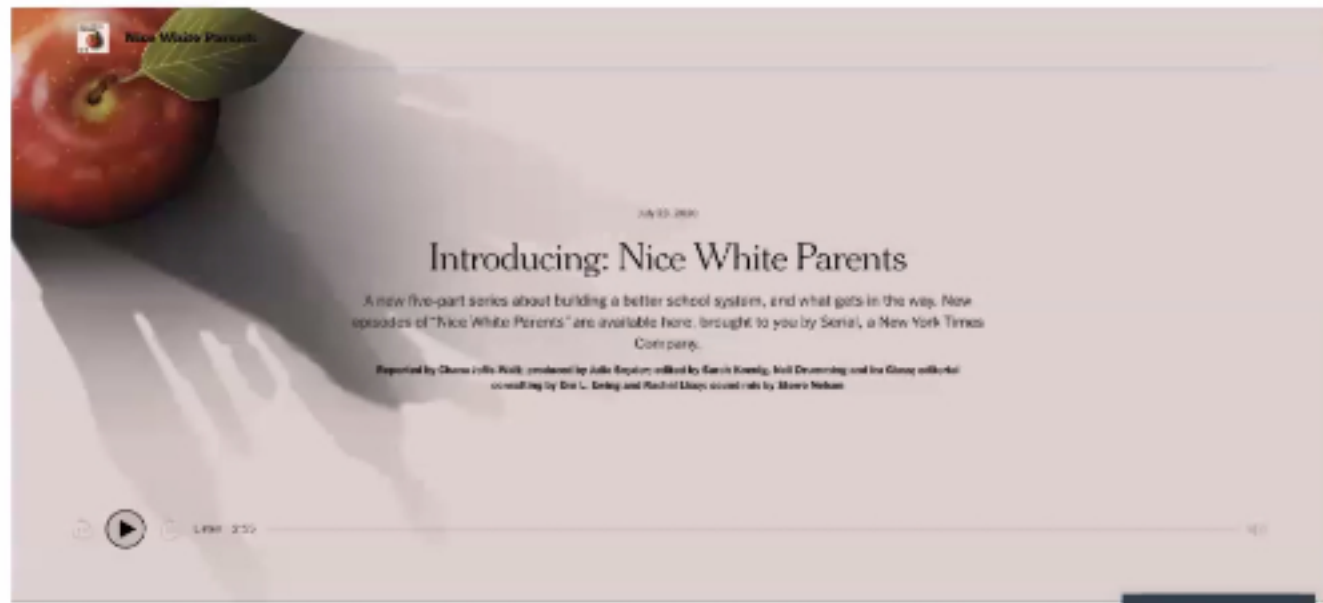
Sprack, Marc



valerie

# Nice White Parents

[Link to New York Times Blog](#)



Be prepared for how it's going to be interpreted and understood by others?  
**Listen and respond. (Surveys)**



Slide 34 | Q&A | Notes | Remote | Options | Help | EXIT

Participants (80)

- NS Nadia Smid (Quest)
- VR Valia Reinsalu
- SH Shabana Hussain
- VM V Mavrou

Raise Hand  
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Invite Unmute Me

Chat

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To: Everyone

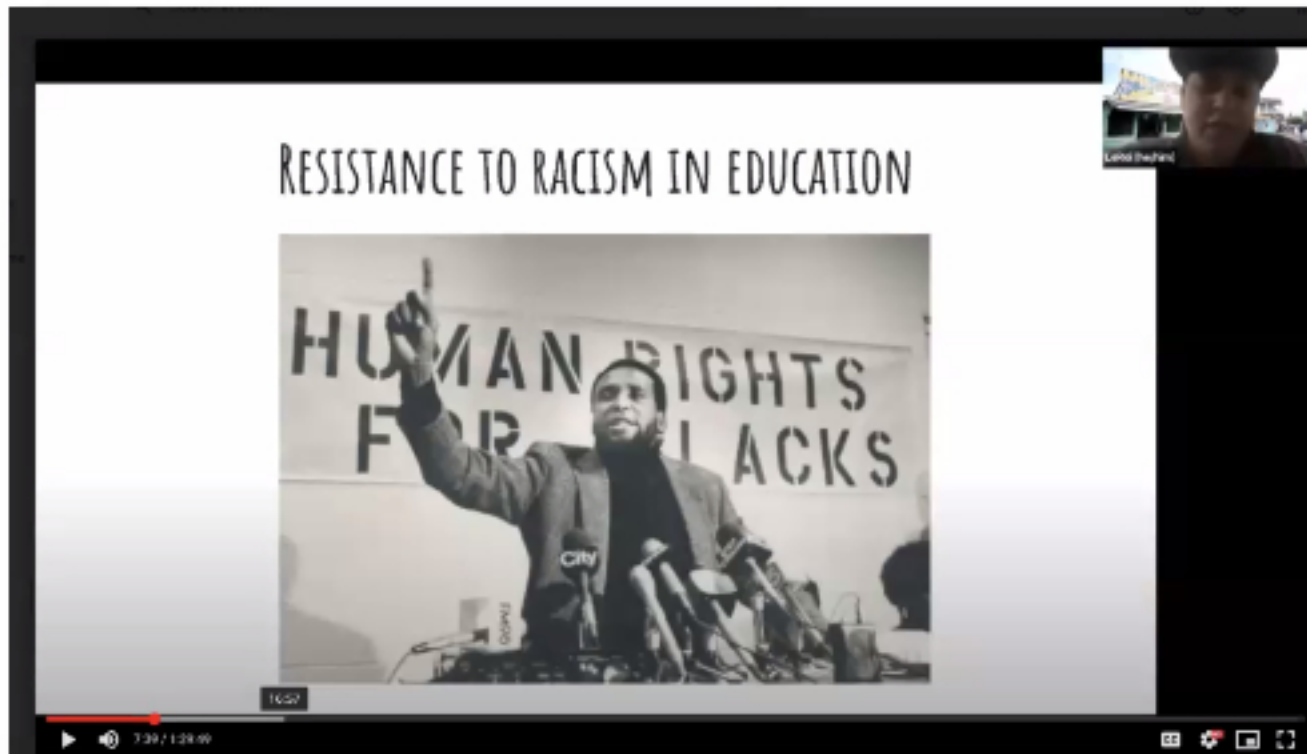
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Recording

Jill Hollingsworth...



# How to Talk to Your Kids about Race



- Parents/caregivers were asking to have the conversation (Sept/Oct)
- A debate at Council in Sept/Oct - How is it being perceived?
  - Money set aside

tdsb.on.ca

Participants (79)

- NS Nadia Smid (Quest)
- VR Valia Reinsalu
- SH Shabana Hussain
- VM V Mavrou

Raise Hand  
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  go slower  
  go faster  
  more

Invite   Unmute Me

Chat

From Heather Myrvoid... to Everyone:  
Thank you Jenn! Makes me miss working with Blake :)

From Jennifer Story ... to Everyone:  
Thank you Jennifer Zurba!!! Fantastic presentation.

From Terry Walsh to Everyone:  
Bravo Blake!

From Negin (Franklan... to Everyone:  
Such a great podcast- every parent in this area should listen to it!

To: Everyone

Type message here

Jill Hollingsworth...



Heath, Christy



Sprack, Marc



valerie



**Affinity Space**  
For Black, Indigenous, and other People of Colour

tdsb.on.ca

Participants (80)

- SH Shabana Hussain
- VM V Mavrou
- EI Effie's iPhone
- R Razia Rashed

Raise Hand   yes   no   go slower   go faster   more

Invite   Unmute Me

Chat

ppening in the areas of recruitment, mentoring, partici pation, leadership,...?

From Bowmore Koreena... to Everyone:  
Families of colour are NOT disengaged from schools, they have been pushed out by systemic racism.

From Marycarmen Lara... to Everyone:  
BIPOC parents are NOT disengaged from school cou ncils, they are pushed out by structures that support a nd validate white parental capital and white engagem ent.

To: Everyone

[Type message here]

Recording

Jill Hollingsworth...



# Our Journey with Freedom School

Date	Title	Overview
Thursday Dec 10th 7-9pm	<b>Part 1</b> - How to Talk to Kids about Race and Racism	Facilitated by LeRoi Newbold from Freedom School with opportunities for Breakout Room discussions We will be discussing, Race as a social construct, sharing Black history, discussing the historical context of how systems were built
Thursday Dec 17th - 7-9pm	Affinity Space	A safe space for racialized people to meet and discuss their experiences and needs. Facilitated by Laurette Jack (Eastview CC and LeRoi Newbold).
Jan 7th 7-9pm	<b>Part 2</b> - How to Talk to Kids About Race and Racism	Facilitated by LeRoi Newbold from Freedom School with opportunities for Breakout Room discussions We will discuss how to recognize systemic racism and its structures and how to talk to kids in a meaningful and age appropriate way to break the cycle
Jan 9th 9:00 am	Chair Coffee Catch Up	Saturday Morning Coffee with Chairs and CoChairs from schools in this project or looking to make this happen in their own communities.
Jan 14th 7-9pm	Affinity Space	A safe space for racialized people to meet and discuss their experiences and needs. Facilitated by Laurette Jack (Eastview CC and LeRoi Newbold).
Thursday Jan 28 7-9pm	<b>Part 3</b> - How to Talk to Kids About Race and Racism	To Be Determined - Systemic Racism and how it plays out in schools.
Feb 4th 7-9pm	Affinity Space for Racialized People	A safe space for racialized people to meet and discuss their experiences and needs. Facilitated by Laurette Jack (Eastview CC and LeRoi Newbold).
Feb 11th 7-9pm	<b>Part 4</b> - How to Talk to Kids About Race and Racism	Sessions hosted locally by each School Council to being the discussion about how this new learning can affect change within their schools and school communities
Feb 18th 7-9pm	Affinity Space for Racialized People	A safe space for racialized people to meet and discuss their experiences and needs. Facilitated by Laurette Jack (Eastview CC and LeRoi Newbold).



Slide 37 | Q&A | Notes | Pointer | Options | Tap | EXIT

Participants (79)

- SH Shabana Hussain
- VM V Mavrou
- EI Effie's iPhone
- R Razia Rashed

Raise Hand
  yes
  no

Invite Unmute Me

Chat

From Michelle Aarts ... to Everyone:  
 @Adonica - we don't have that data. wrt to resources we hosted Michelle Munroe last month in a conversation around council engagement and part of the discussion was around building capacity and engagement amongst the groups "not traditionally/previously at the table". What to offer, not give up if the approach doesn't work the first time, engage the community in what they want engagement to look like. Affinity spaces have been introduced at a few schools in the area as one approach.

To: Everyone  
 Type message here

Recording

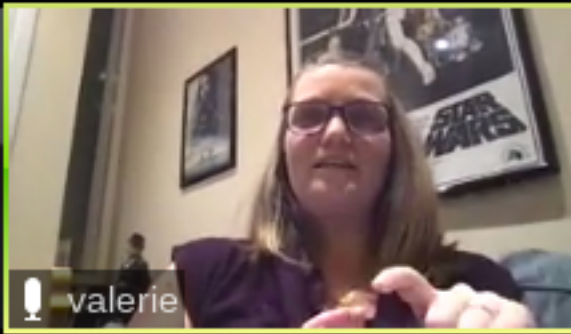
Jill Hollingsworth...



Heath, Christy



Sprack, Marc



valerie

# Communication

## Website

**Blake St. Jr. PS School Council**

**BLAKE STREET JUNIOR PUBLIC SCHOOL - SCHOOL COUNCIL**

21 Bealton Ave, Toronto, ON M4J 1A7 | (416) 293-9415 | [blake@tdsb.on.ca](mailto:blake@tdsb.on.ca) | [blake.st.jr.ps.tdsb.net](http://blake.st.jr.ps.tdsb.net)

**Your School Council**  
 Email us at: [blake@tdsb.on.ca](mailto:blake@tdsb.on.ca)

**School Council Chairs:**  
 • Valerie Lank  
 • Meghan Phillips-Shiner

**Treasurers:**

**Come to a School event!**  
**Parent Council Calendar**

**Tweets by @blake\_council**

**The Official Blake St. Jr. Public School Newsletter**

31 Bealton Ave, Toronto ON M4J 1A7  
 416-293-9415 | 416-293-9710  
[School Website](http://School Website) | [School Council](http://School Council)

**January 8, 2021**

**New & Noteworthy**

Happy New Year! We look forward to a brighter year ahead. For those of our families who celebrated Orthodox Christmas yesterday, we hope you had a joyful day! It's so wonderful to see your children's smiling faces as they pop in and out of a live synchronous learning this week. While it is not our preference, our week of online learning was quite successful. A huge thank you to our Teachers and staff for their incredible

**In this issue:**  
 News & Noteworthy  
 School Council  
 School Update  
 Reminder of the Updated Credit Pass  
 Grade Book  
 Council Attendance  
 Interested in Junior School Immersion Programs?  
 Grade 4 Muslim Families March  
 Grade 4 Islamic Religious Festival  
 Interested in an Alternative School option?  
 Upcoming Events for Grade 5

### Participants (79)

- SH Shabana Hussain
- VM V Mavrou
- EI Effie's iPhone
- R Razia Rashed

Invite

Unmute Me

### Chat

hey want engagement to look like. Affinity spaces have been introduced at a few schools in the area as one approach.

From Jennifer Story ... to Everyone:

Also this session is intended as a step on that journey to support school councils to become inclusive/antioppressive.

From Michelle Aarts ... to Everyone:

@Joe - not money but other resources - time, energy, schedules, experiences, expertise

To: Everyone

[Type message here]

Recording

Jill Hollingsworth...



# Community Support Worker

## Ian Macpherson

tdsb.on.ca

Slide 39

Q&A Notes Remote Options Tap

EXIT

Participants (77)

- SH Shabana Hussain
- VM V Mavrou
- EI Effie's iPhone
- R Razia Rashed

Raise Hand
  yes
  no

Invite Unmute Me

Chat

nt is recognized as engagement, and BIPOC is seen through a deficit lens

From Me to Everyone: 7:49 PM  
Slides from that presentation would be helpful too. thanks.

From Michelle Aarts ... to Everyone: 7:50 PM  
yes

From Joe (Gledhill P... to Everyone: 7:50 PM  
Thanks for the clarification. Helps me understand the concerns of participants. Thanks.

To: Everyone

Type message here





Recording

Jill Hollingsworth...



# Eastview Community Centre

## Partnering Schools (within 3 blocks)

East Alternative  
Pape  
Leslieville  
Earl Grey



Slide 40 | Q&A | Notes | Remote | Options | Tap | EXIT

### Participants (76)

- CP Cindy P
- Marycarmen Lara-Villanue...
- M- Meaghan - Blake St PS
- MB Maria Burgos morse st
- MB Martina Duta Kimberley ID

Raise Hand  
 yes  
 no

Invite Unmute Me

### Chat

From Anne Smith (RH ... to Everyone:  
i have been at model school and now at not-model — model school was WAY advanced in terms of equity, inclusion, anti-racism and parent engagement of all parents — not model school does not even have equity on the top 5 of important things.....

From Adonica Huggins... to Everyone:  
Why can't the BIPOC Affinity spaces SHARE power with 'traditional' Councils...why does one have to be subservient to / feed into the other?

To: Everyone

Type message here



Recording

Jill Hollingsworth...



# Voice

## ATTENTION PARENTS AND CAREGIVERS OF BLAKE STREET PS SHARE YOUR VOICE WE WANT TO KNOW!

We want to know what you think. To support our school planning and improvement plans at Blake Street PS, we want to make sure that we hear from ALL voices that make up our vibrant and caring community. We are reaching out to specific community groups to help us.

- Do you identify as a Person of Colour?
- Do you identify as Indigenous?
- Do you speak a language other than English at home?
- Do you identify as a member of the LGBTQ2S?
- Are you currently living in poverty?
- I don't belong to any of the above groups but have thoughts to share.

If so, we are very interested in hearing your thoughts on how we can do better to make our school community and our learning environment a safer, more inclusive space for students and families.

tdsb.on.ca

### Participants (75)

CP Cindy P

Marycarmen Lara-Villanue...

M- Meaghan - Blake St PS

MB Maria Burgos morse st

MP Martina Dute Kimberley ID

Raise Hand

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Invite Unmute Me

### Chat

parents — not model school does not even have equity on the top 5 of important things.....

From Adonica Huggins... to Everyone:  
Why can't the BIPOC Affinity spaces SHARE power with 'traditional' Councils...why does one have to be subservient to / feed into the other?

From valerie to Everyone:  
@Adonica - that's not at all our intention. The Affinity Space is meant to be where they can speak freely if they're otherwise feeling they can't/don't want to.

To: Everyone

Type message here



# Feedback for Next Steps

- **update our newsletter** to review our school wide equity guiding questions and highlight the many new books in our library.
- ensure our **curriculum highlights racial diversity and contributions.**
- work to make our staff more representative of the community it serves
- normalize the differences among cultures
- in addition to our Clothing Swap, **organize food donations for our families** in need to access free grocery supplies.
- more frequent use of **Rio calls to allow for over the phone translation**
- develop greater understanding of **land based learning**
- develop curriculum that integrates the **uncentering of a non Western European focus** (decolonize our curriculum)
- offer **more community/school wide events** to bring our community together and allow for more opportunities to build relationships
- **A welcome to school initiative that will help parents and guardians understand what to expect while at Blake for the full 8 years of their child's school experience:** including information on what makes Blake who we are (language streams and French Immersion, Special Education, Pathways after grade 6, our Models School Status, Snack Program, OPAL, Our Library, Parent Council, Equity Initiatives, Self - Regulation, Extra Curriculars... etc.)



Participants (75)

- CP Cindy P
- Marycarmen Lara-Villanue...
- M- Meaghan - Blake St PS
- MB Maria Burgos morse st
- MB Martine Dute Kimberley ID

Raise Hand
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Invite Unmute Me

Chat

Space is meant to be where they can speak freely if they're otherwise feeling they can't/don't want to.

From Bowmore Koreena... to Everyone:

Adonica, this is a great question! Until councils begin to see that BIPOC families have been pushed out of schools and the space and structure is the problem BIPOC families won't feel safe in councils. I think Affinity Spaces have potential, however when they are created by white members for BIPOC parents it does feel paternalistic, trust needs to be there and cocreation I think is crucial.

To: Everyone

Type message here

Recording

Jill Hollingsworth...



# Work in Progress

- Listen: take the feedback and keep going
- Ask again and make more plans
- Use the School Improvement Process
- Create an equity sub-committee on your council
- Use your School Council ByLaws



Slide 44 | Q&A | Notes | Remote | Options | Help | EXIT

### Participants (74)

- CP Cindy P
- Marycarmen Lara-Villanue...
- M- Meaghan - Blake St PS
- MB Maria Burgos morse st
- MB Martina Dute Kimberley ID

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Invite

Unmute Me

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To: Everyone

[Type message here]

Recording

Jill Hollingsworth...



Participants (74)

- CP Cindy P
- Marycarmen Lara-Villanue...
- M- Meaghan - Blake St PS
- MB Maria Burgos morse st
- MB Martina Dute Kimberley ID

Raise Hand
  yes
  no

## Take-aways

- Develop a common understanding of race, racism and oppression (see slides)
- Review your school's equity goal with principal and school council
- Discuss how your school council can support your school's improvement plan, especially equity goal
- Consider how the funds you raise can be mobilized towards these goals
- Consider how volunteer efforts of supportive adults (parents, caregivers, community members) can be mobilized towards these goals
- Come up with a plan, execute, mobilize, evaluate progress.
- Wash, rinse, repeat. (Bake into your school council's annual cycles.)

Invite Unmute Me

Chat

From Carrie Klassen ... to Everyone:  
could any school councils share examples of bylaws you have in place that further equity work?

From Kathleen Meek ... to Everyone:  
can someone send the hub link

From Michelle Aarts ... to Everyone:  
[www.tdsbHUB.ca](http://www.tdsbHUB.ca)

From Adonica Huggins... to Everyone:  
Agenda wise when is time for Qs please?

To: Everyone

|Type message here