

HCDSB WORKSHEET FOR EQUITY-BASED INITIATIVES (ANTI-RACISM PLAN)

NAME OF SCHOOL: ST. MICHAEL

ACTION PLAN GOALS: TO CO-CREATE ACCESSIBLE RESOURCES FOR ALL STAFF TO IMPLEMENT EQUITY-BASED ACTIVITIES INTO ROUTINE USE. ENHANCE KNOWLEDGE AND AWARENESS OF STAFF'S OWN BIASES IN ORDER TO ADDRESS THE NEEDS OF THE DEMOGRAPHICS WITHIN THE SCHOOL.

	FIRST ACTION	SECOND ACTION	THRID ACTION
ACTION	<ul style="list-style-type: none"> ▪ Equity and Inclusion Commt ▪ Share & develop the objective of implementing an equity-based initiative for St. Michael's School ▪ Complete an Equity Walk of the library & school, to determine the diversity of our (specifically pertaining to anti-black literature, black authors and characters). ▪ Meet with the Librarian to inventory and pull resources written by Black authors, fictional stories with Black characters, as well as books that celebrate achievements of Black People (heroes, scholars) ▪ Invite presentators through out the year (culturally representative) 	<ul style="list-style-type: none"> ▪ Meet as a committee to review the resources that the librarian has pulled written by Black authors, fictional stories with Black characters, and books that celebrate achievements of Black People <ul style="list-style-type: none"> - Sort the books according to division to determine our need - Research additional resources available to staff through the LRS and board resources ▪ Create a master resources available to staff for all year use ▪ Staff Meeting & SPTL meeting to share our focus, collection of resources. Dialogue about diversity and Anti-Black Racism 	<ul style="list-style-type: none"> ▪ Staff will be asked to increase their use of Diversity Reflection Tool, literature in the class to reflect Anti-Black Racism to 2-3 times a month ▪ Staff will be asked to share at each divisional meeting the a reflection for Diversity in our classrooms/teaching. Literature they are using in their classes ▪ Staff will be encouraged to add these resources to the main resource page, to build a diverse bank of materials
TIMELINE	<ul style="list-style-type: none"> ▪ October 2020 - ongoing 	<ul style="list-style-type: none"> ▪ January 2021 – ongoing 	<ul style="list-style-type: none"> ▪ January 2021 - ongoing
RESOURCES (HUMAN & MATERIAL)	<ul style="list-style-type: none"> ▪ HCDSB Equity Walk template ▪ School Librarian ▪ Equity and Inclusion Committee ▪ Caribarien Association ▪ Black History Month Reference 	<ul style="list-style-type: none"> ▪ School Librarian ▪ Student Voice ▪ Catholic School Council ▪ SPTLs ▪ Classroom Teacher ▪ List of existing resources ▪ Equity and Inclusion Committee 	<ul style="list-style-type: none"> ▪ Equity and Inclusion Committee ▪ Presesntators ▪ School Librarian ▪ Student Voice ▪ SPTLs ▪ Classroom Teachers
MONITORING AND ACCOUNTABILITY	<ul style="list-style-type: none"> ▪ Forming of Committee (Fall 2020) ▪ Anti-Racism Training (staff meeting) ▪ Equity Walk of School (3x year) ▪ Meet to Discuss Resources (ongoing) ▪ Catholic School Council -sharing ▪ Creating a Master List – checklist of actions items and check when completed 		

Anti-Racism Collected Resources, Learning, Actions – St. Michael’s (last updated November 2021)

Professional Learning Staff/CLC/PA Day

- Understanding Anti-Black Racism to Support the Mental Health and Well-Being of Black and Racialized Students: <https://smho-smso.ca/wp-content/uploads/2020/09/Understanding-Anti-Black-Racism-For-MHL.pdf> (Fall 2021)
- Culturally Relevant and Responsive Pedagogy (Fall 2021) & Restorative Practice
- Book Club: The Skin We’re In, Me and White Supremacy, (open to ideas)
- Dr. Goldy Muhammad – Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy (SPTL – Fall 2021)
- Dwayne Morgan presentation 2020-21
- Racism & Discrimination Power Point – elementary (Fall 2021)
- Wali Shah presentation 2020-21
- Anti-Racism Plan: completed by divisions, shared as a staff, council and community (2020 start)
- Staff Book Talk – invite to all staff on “White Fragility” by Robin DeAngelo
- Diversity Reflection Tool: educators’ reflection in daily teaching (2020, 2021)
- Equity Within My Teaching – Leads to a Lifetime of Learning & Change (2021)
- Equity & Inclusion – on all staff, SPTL, CLC agendas, PA Day (2020, 2021)
- Equity Leader, Faith Team, Student Voice/club (2020, 2021)
- Bully Prevention & Awareness Plan (2020, 2021)

Putting Learning Into Practice

- Equity in My Teaching: tracking educator areas of next steps
- CRRP Placemate Activity of Reflection
- Student Presentations: Freeze DNA, Shauntay Grant author and poet
- Africville Stories: Musicians Storytell the History of Africville, Nova Scotia, Canada
- TVO Kids – Celebrating Black History (stories, videos – 12 mins each)
- The Saidat Show: Black History Presentation <thesaidatshow@gmail.com>
- Mental Health PA Day Information – tracking and reflecting monthly
- New Library Data Collection – review of books, student resources, teacher resources
- Book Display and Accessibility: continue flow & display of equitable and inclusive books
- Equity Walk: asking hard questions: with staff, students, Catholic School Council
- Visual Accountability: ensuring all school signage, bulletin boards and artwork promote equity and inclusion (ex. Mask wearing signage, special education communication board, dolls in kindergarten programs, Crayola crayons (multi colour – purchase each class))
- Dignity of the Human Person Presentation– Division assemblies. (PPT provided out of HCDSB office)
- Cultural Awareness Announcement: student led announcements every Tues & Thurs (every other week)
- Canadian Caribbean Association of Halton – School Programs - book
- Black History Month – across all areas of curriculum, initiatives, announcements
- “Responding with Faith Hope and Love” educating & displaying with staff, students, and parents.
- No Hate Crime: sharing, teaching, and engaging with HRPS campaign

Ongoing Reflection ~ Leads to a Lifetime of Learning & Change

Equity Within My Teaching

Consider the ways that you can help create a culture of equity in your classroom where students and their families are honoured and empowered:

- How can I use my students' interests and current issues to help develop curriculum lessons and units?
- How can I design assignments that allow students to discuss narratives that reflect their own lives and experiences?
- In my classroom, how can I give students time to share and validate learnings from their own communities and families?
- In what ways do the school resources reflect the needs, interests, languages and demographics of my students and their families?
- How can I use curriculum materials in my classroom to critically explore power, privilege and oppression?
- How can I connect with my students and their families in ways that honour them as valuable resources in my classroom?

Do students feel engaged in my classroom?

- Who do I call upon during class discussions?
- Who holds positions of leadership in the classroom?
- Do I have high expectations for all of my students?
- Do I believe that all students can succeed if they work hard enough?
- How well do I know the cultural backgrounds of the students I teach?
- Who feels excluded/included in classroom activities? How do I know?
- Do I respond to students in equitable ways?
- Which students are referred to the office for inquiries of incidents and/or if discipline is decided?

Deciding what to teach. Do I consider ...

- How often do I discuss "big ideas" and issues that focus on equity and social justice with my students?
- How comfortable am I discussing issues of racism, power and privilege with my students?
- Do I use curriculum resources and materials in the classroom that are free from bias?
- Do we challenge and deconstruct bias when we encounter it in our classroom?
- Do my students see themselves and their families represented in the curriculum?
- Does my teaching encourage students to think critically and explore multiple perspectives?
- Do I encourage students to work collaboratively?
- How often do I allow students to make choices in their learning?
- Do I encourage my students to think critically and to develop cultural consciousness?

Success Criteria for all Learning Materials

- Does this resource support our Catholic principles together with principles of equity and inclusive education?
- Does this resource reflect the lived experiences and identities of students?
- Does this resource diminish or stereotype a culture, race, religion, or ability?