



ATTENDANCE:

Shauna Davidson	Cara Krueger	Kelly Smith Wayland	Laurie Lyle
Simona Emiliani	Jenn Devereaux	Lesley Scullion	Colleen Raymond
Heather Sinclair	Neerav Monga	Michael Jarema	Tammy Cruji
Carla Granger	Maria Madeira	Amy Dickson	Tee Schneider

1. Welcome

- Heather Sinclair Parent Council Co-Chair welcomed everyone and initiated approval of the minutes.
- Simona Emilian welcomed guest speakers Dr. Vidya Shah and Robert Durocher to discuss equity & inclusion at Humbercrest.

2. Approval of Minutes

MOTION: To accept the February minutes.

Moved by: Tammy Cruji Seconded by: Carla Granger Motion Carried.

3. Guest Speaker: Vidya Shah – Equity & Inclusion at Humbercrest

Questions from parents include:

- How do you know that all voices and identities are being heard and valued in the school?
- How do you move beyond the “one off” celebrations of cultures (e.g. black history month, Hispanic heritage month etc) and meaningfully embed different ways of knowing, being, doing in every day instruction and decisions?
- How do I talk to my child about power/privilege, race, class, gender? What age is too young to do so?
- How do we address some of the language used by kids in the school in ways that relate the serious impact of their words but also educate (many examples provided)?

Dr. Vidya took the group through the “[power flower](#)” exercise.

- What do our collective flowers tell us about our group? (add the numbers)
- How might difference in privilege influence how we relate to one another?
- How might your individual power flower differ from your students?
- Inequity will always exist. Can we fail better? Different is good.
- Social justice = awareness + change
- How are we modeling the normalization of all of these identities (in the flower)? Are we making space in our life to think and talk about inequity?
- Appendix A: Links to equity and inclusion resources

4. Principal’s Report:

Progressive Discipline:

- Look at building on different interventions before formal suspension/expulsion
- Dealt with on a case by case basis – leverage balance of probability to inform final decision
- Formal suspension involves a letter and goes into Ontario school record, parents have an opportunity to appeal a suspension
- Appendix B: Operational Procedure PR702



Staffing Model 2019/2020

- In primary can't go above 20 students
- Appendix C: DRAFT staffing model subject to change

School Beautification Update

- Met with 70 students to brainstorm mural ideas for outside the library
- Met a local artist (aboriginal/woodland art) to potentially do a mural in the front entrance
- Ordering items for library (e.g. carpet removed, shelving, alternative meeting spaces, etc)
- Stair decals will be implemented shortly

5. Environment & Sustainability Committee

- Yard day this Saturday (9 a.m. to 12:00 p.m.); garbage clean-up, weeding, etc
- Collecting e-waste this week based on weight
- Donate old back-packs and/or suitcases

6. Caring & Safe Schools & English/French Integration Update

- Caring & Safe Schools: Hosted a meeting, looking for new members
- English/French Integration Update: Very successful Tiny town trip last week

7. Other Business

- Table "Bullying discussion" in next parent council meeting

MOTION: To adjourn the meeting.

Moved by: Carla Granger Seconded by: Maria Madeira Motion Carried.



Talking to your kids about...

- Race

- <https://vimeo.com/296101859>
- <https://www.todayparent.com/family/parenting/how-to-talk-to-kids-about-racism-an-age-by-age-guide/>
- <https://www.buzzfeed.com/erinwinkler/tips-for-talking-to-children-about-race-and-racism>
- <https://www.parenttoolkit.com/social-and-emotional-development/advise/social-awareness/how-to-talk-to-kids-about-race-and-racism>
- <https://edu.yorku.ca/research/jean-augustine-chair/jean-augustine-chair-resources/>



PROGRESSIVE DISCIPLINE

Operational Procedure PR702

Schools shall use the most appropriate method to respond to a student's behaviour as outlined in this operational procedure and the school's individual progressive discipline plan providing for progressively more serious consequences for repeated or more serious inappropriate behaviour;

Possible Interventions that might apply:

Discussion with a teacher, member of the support staff, vice-principal or principal

Attendance/performance/ behaviour contracts

Time Out

Reflection Sheet

Parental contact and involvement in applying an appropriate remedy

Loss of privilege to participate in specified school activities

Peer mediation

Individual or group counselling

Detention

Restitution for damage or stolen property

Community service

Restorative Practices

In-school loss of privileges

Suspension

Expulsion





ENGLISH STREAM	FRENCH STREAM
JK A	SK A
JK B	SK B
JK/SK C	GRADE 1
GRADE 1	GRADE 1/2
GRADE 2/3	GRADE 1/2
GRADE 4/5	GRADE 2
GRADE 6	GRADE 2/3
GRADE 7/8	GRADE 2/3
GRADE 7/8	GRADE 3
GRADE 7/8	GRADE 3/4
	GRADE 4
	GRADE 4/5
	GRADE 5
	GRADE 5/6
	GRADE 6
	GRADE 7/8
	GRADE 7/8
	GRADE 7/8