



ATTENDANCE:

Laurie Lyle	Claudia Sinclair	Jessica Capobianco	Joseph Alejandria
Heather Sinclair	Colleen Raymond	Jigna Bhalla	Sara Goetz
Dan Smart	Daniela Sanzone	Jim Witty	Sasha Pishalski
Simona Emiliani	Darina Larga	Joan MacAlpine	Shay Bene
Kristen Juschkevitch	Fiona de Ree	Kerri Bejaoui	dict
Helen Hsia	Greg Schneider	Kimberly Kopplin	Tee Schneider
Amy Dickson	Helen Hsia	Kristen Nugent	Theresa Catania
Cara Krueger	Ibi Olabode	Maria Madeira	Tom Lipscomb
Celine Sim	James McAuliffe	Melissa Sinclair	Victoria Gray
Ceyrina Craig	Jayne Maltby	Michelle Haurilka	Voula Kanelis
Ross Murray	Jen Rosiak-Wong	Julie LeJeune	Yvonne Chan
Sam Rhee	Jennifer Blunt	Kimberly Koplin	Bcfamily
Sandra Witty	Jim Elliott	Lesley Congram	Mridula joyner
Michelle Parker	Tammy Cruji	Matt Thornton	Rebecca Harrison

1. Welcome & Approval of the October 2020 Meeting Minutes

- Heather Sinclair School Advisory Committee Co-Chair welcomed everyone to the meeting, thanked them for the questions submitted in advance and initiated approval of the October meeting minutes.

MOTION: To accept the October 2020 minutes.

Moved by: Shay Benedict Seconded by: Ross Murray Motion Carried.

2. Principal's Report

Principal Simona Emiliani welcomed families to the meeting. She thanked everyone for their support, questions, emails, offers of support and she can't thank everyone enough. She reiterated that we have a cohesive and supporting community and that makes a difference every day at the school and in the lives of the children. Simona introduced two teachers attending the meeting this evening, Sasha Pishalski and Sara Goetz.

Update on Hepa Filters

- Humbercrest is one of the oldest buildings, there are some classrooms with mechanical ventilation and other classrooms that rely on windows for primary source of ventilation.
- For classes with mechanical ventilation, those classes have had their dampers opened such that more fresh air enters the classroom and filters are changed every two months (library, gym and five classes).
- The rest of the classes don't have mechanical ventilation and received a hepa filter last Friday.
 - The filter stays on all day, plugs into a wall.
 - Windows are still open, working in tandem.
 - As cold weather approaches we'll have challenges and are thinking about alternating windows open/hepa filter, etc. Need to maintain adequate ventilation with appropriate learning environment for the children.
 - Facilities is not entering the school on a weekly or monthly basis to take air quality readings.

Grade 8 to 9 Transition

- TDSB put together comprehensive [website and links](#) to support this transition.
- There is set time within class to reflect on the transition with teachers and have reached out to community partners to help focus our understanding of the process for our students and support families who are reaching out to Dan and Simona.
- Guidance counsellors were redeployed to virtual schools and this is a real challenge to ensure children have access to the information they need. Have been in touch with community schools who are running workshops with grade 8 children to answer questions re optional attendance, specialized programs, home schooling, etc.
- Will also support children with their course selection sheets later in the spring. Next year in grade 9 there will be official de-streaming, all children will enter in the academic stream.



- Question: With optional attendance forms and/or applying to speciality programs, do they take forms to the office?
 - Answer: Yes, leave them with the secretary, Simona will sign and return within the day.
- Question: Are there any clubs going on that virtual students can participate in?
 - Answer: Per operational guidelines, there are restrictions. If anything does happen it takes place by cohort only.
- Question: Could you do zoom clubs with mix of virtual and cohorts?
 - Answer: This is currently being assessed by teachers depending on what the club is. If after school and/or at lunch virtual students could receive an invite.
- Question: Can you confirm if the Hepa filters are air filters and what level of filter is used?
 - Answer: Simona will check the filter type and report back next meeting. No, there is no air quality control other than caretakers and Simona walk around to check. In terms of formal numbers and air quality reads, this is not happening. Simona's suggestion - Table this as a discussion at Robin Pilkey ward 8 meeting tomorrow night.
- Question: Is there going to be a picture day?
 - Answer: Up until recently, operational guides were indicating to hold off. However, they are currently working through plan to figure out safest way to do this – will be an update at next meeting. NB: Perhaps also consider grad photos at the same time (photo companies getting creative super-imposing gowns onto pictures, etc.). Note – please ensure to include virtual students.

Connection with Virtual Students

- Question from October meeting: How can we include all families and students learning virtually in our licenses? Answer: many virtual students now have access to all virtual programs (e.g. IXL, etc.).
- Simona et al reached out to virtual students, sent a short message in the mail this last month to recognize we're thinking of you and reiterated their ties back to Humbercrest (postcard). As well as ongoing communication through school messenger program.
- Looking to figure out best way to include virtual students in the assembly at the end of every month. Doing consultation with virtual school such that children don't miss any virtual school. Assessing options (e.g. include them in recognition, record the assembly such that people can view at later date, etc.).

Parent/Teacher Interviews

- Thursday night and Friday morning, with some teachers available throughout the week. Open to all parents.
- Meetings are either zoom or telephone.
- If you haven't heard from teacher, reach out to them.
- Reports will be distributed tomorrow; staff are available on an ongoing basis as well.

Parent Conference (PIAC) November 20th and 21st

- Virtual workshops
- [Registration link](#)

What's Happening in our Classrooms? Showing how our goals manifest in the classroom

- Simona re-iterated that the learning and high expectations are in place in the classroom.
- Simona brought to life, with examples and pictures, how our school goals (equity, achievement, well-being) actually translate into classroom practice and learning.
- **See Appendix A** for examples and key points discussed.

Introduction to our awesome new autism program (Sasha Pishalski & Sara Goetz, two staff members will present)

- In conversations re equity and talking about inclusion and ensuring all students are included. New program just started this year, intensive support program for students on the autism spectrum.
- Grade 6/7 congregated class, including 5 or 6 students who come from different places (bussed in from different places). These students will stay in the program until they graduate from grade 8. A number of students on the autism spectrum are in the mainstream classes. Sara and Sasha go into other classrooms to run sessions; wonderful partnership all around.



- Just opened the program this September. ISP – designed to support groups/exceptional students and students will have similar behaviour, social, intellectual supports required. Currently 5 students attending in person and it allows teachers to target specific needs of the student and support at the level they require.
- AST is a neurological disorder and can affect a variety of skills and abilities. Social and communication challenges and perhaps sensory processing and intense interests.
- Use term spectrum because it's a range, and students are on a continuum of severity and it helps teachers decide how much support is required.
- Wonderful opportunity to be first class at Humbercrest of this nature, not only working in class but working to create integration within the cohorts. Great chance for learning to happen within the other classes in school re equity, inclusion, celebrating neuro-diversity, diversity of people, and opening students' minds to a variety of learning skills and challenges.
- Current Focus: Creating a video that students are writing and spearheading in an effort to celebrate neuro-diversity and educate the student body through the eyes of their students to help build community and bridges, help other students feel open and accepting of differences they might see.
- Sara's role in autism ISP, develop and implement social skills, life skills, communication skills and advocacy work so that school community does get an understanding of what autism is, what it can look like and who our students are so they feel equipped to be included.
- Look at autism through social model (vs medical mode); understanding that the environment is more disabling than the ability.

3. Equity & Inclusion Committee Update

- First meeting has taken place; 9 meeting attendees including Simona.
- Broad mandate given events of past couple months, focus on racial inequalities, people shared personal experiences of them and/or their children.
- Brainstorm ideas to help the broader school community understand what racialized students and parents feel.
- Plan to conduct survey of entire student body; will be tabled to school advisory for review and approval.
- Next meeting of the committee is in December.
- Question: Are there actions/suggestions out of meeting other than the survey?
- Answer: Many other action items, will focus on survey as starting point and gather information. Then once we have information we'll see where we would go with it (i.e. environmental scan). Survey will go to all students including virtual students.

4. French/English Committee Update

- One meeting complete and brainstormed ideas to further inclusiveness e.g. pen pals across classrooms, scavenger hunts, bulletin board takeover, etc.
- *Drafted a mission statement:* The aim of the French/English committee is to ensure that no student feels marginalized based on which stream they are in, whether French or English. We aim to maximize opportunities for both streams to collaborate and spend time together. We would like to improve communication and resources for parents in both streams about how best to support their children in a bilingual school setting. Finally, we want to make sure that both streams, French and English, are seen as equally valuable programs.
- Developed a questionnaire to potentially send to parents once approved by school advisory council.
- If anyone is interested in joining the committee, reach out to Heather Sinclair and she'll put you in touch with Amy Dickson.

5. Grants Committee Update

- This year there is 5 x the participation on the grants committee.
- Working closely with TDSB, policies, re how to apply for grants and what this looks like.
- Half the team is new to the process; working with Dan and Simona on the needs list for grant funding.
- Corporate grant fundraising (apply to corporations with specific funding, technology, health and wellbeing, etc.) vs SoFun avenue (local parents and businesses).
- Recently submitted grant for world wildlife fund; they called on us for application.
- Some grants aren't available this year due to covid; but many are still available.



- Grant sponsors are looking for reasons for us to receive the funding e.g. materials for activity desks, well-being, etc. They need the story of what we're trying to fundraise for and what impact it'll have on students, teachers, community health and well-being.

6. SoFun

- No active fundraising underway right now.
- Meeting forthcoming to discuss potential fundraising opportunities, including virtual students.

7. Other Business – Tee & Greg Schneider, Support for Virtual Families

- Greg and Tee presented overview of negative experiences and recent issue list experienced with virtual school ([see summary](#)).
- Next step: Laurie Lyle, Heather Sinclair to initiate committee and implement next steps.

Next Meeting: January 26th, 2021

MOTION: To adjourn the meeting.

Moved by: Laure Lyle Seconded by: Tammy Cruji Motion Carried.



OUR SCHOOL GOALS

EQUITY
 We will critically reflect on our lived experiences and our power and privilege in order to develop practices that are inclusive and reflective of ALL our students' identities, thereby increasing student engagement, achievement and wellbeing.

OUR SCHOOL GOALS

ACHIEVEMENT
 Students will be able to clearly and concisely communicate their learning in written expression across ALL disciplines and they will be able to communicate and justify their THINKING and reasoning in Mathematics.

OUR SCHOOL GOALS

WELLBEING
 We will foster student and staff wellness and resiliency by creating a safe environment that focuses on building relationships, making connections with one another and developing strategies for increased participation and risk-taking in and outside of class

How do our GOALS actually translate into classroom practice and learning?

Let's start with the EARLY YEARS

Early Years (JK/SK): How are we structuring the classroom and pedagogy? Classroom spaces that look different. A centre "window of wonder" many natural materials are being used. Move away from plastic objects, castles and bring in natural materials that have more versatility (e.g. wood chips). Each centre has a prompt or invitation to learning. Moving away from just paper/pencil, to using the outdoors and materials like wooden sticks to write their names.



Equity, Wellbeing, Achievement



Equity/Wellbeing/Achievement: How might you make a musical rhythm?

Equity, Wellbeing, Achievement

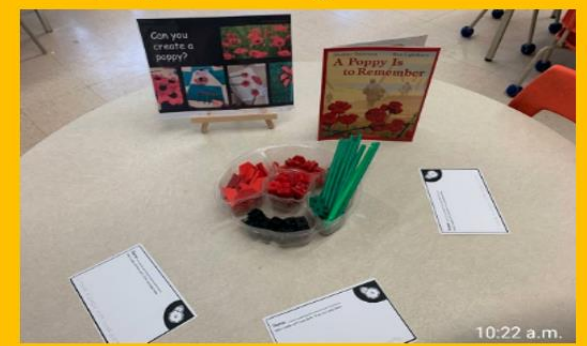


In classrooms, you'll see more pictures of children doing activities. This is their space and their learning. Each centre is founded in a story to bring in literacy, disrupting certain narratives. When we think about engineering and mathematics, historically geared to boys, and this book was specifically chosen to disrupt the narrative in an intentional way, "Betty Builds It"

Equity, Wellbeing, Achievement



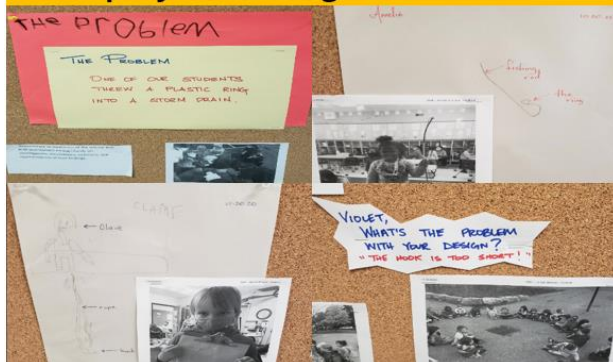
Equity, Wellbeing, Achievement



Poppy Activity - Whatever kids come up with in the centre is not all going to be the same product for every child. Moving away from making 100 poppies that are the exact same to enlisting student voice and their interpretation of learning. Encouraging products different from one another. Will it be identical or different? Not asking them to 'replicate' but providing them an opportunity to do the thinking and physical action of making the poppy.



Equity, Wellbeing, Achievement



Design thinking where there is an authentic problem. A plastic ring fell down a storm drain and they had to create an item to get it back. Math, measuring, literacy, writing. Testing and redesigning. Collaboration, innovation, critical thinking. Bring students into the curriculum in a not so linear and more inclusive way. Looking for ways to do more and more of this.

Equity, Wellbeing, Achievement



Soil – class inquiry, learning about how worms can decompose different food products into soil. Taught them about the different stages a worm goes through. Wasn't about a final piece about the worm, but more about the process that the worms go through. Teacher was able to highlight key learnings that will last the children a lifetime.

Equity, Wellbeing, Achievement



Integrate the Arts with the History of Their Names. Got to bring their story to the forefront and design something about where their name came from. Wonderful conversation re identity, who we are and create an inclusive space where all identities are valued.

Equity, Wellbeing, Achievement



- Questions being asked in the class. E.g. whose perspective is history told by? Prompting children to think deeper and more critically around whose story is being told and our understanding of the world.
- Leveraging these kinds of questions right now within the realm of history and social studies. Assessing and will look to extend this to all subject areas, as a next step.



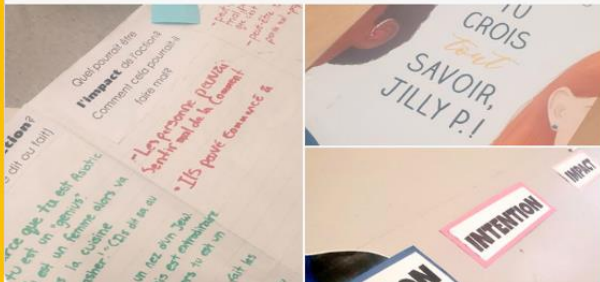
Equity, Wellbeing, Achievement

Whose perspective do you think history is usually told by? Are some people's perspectives possibly missing or less well known than others? Whose? And why do you think this may be?

4. Why it's important to study, learn but also question our own history.

Equity, Wellbeing, Achievement

So proud of this class for their brave questions about unintentional microaggressions inspired by our exploration of @lbgino's 'You don't know everything, Jilly P!' Be open. Stay learning. @humbercrest #teachingbeyondthetext



Equity, Wellbeing, Achievement



Humbercrest Walls – You won't see pretty polished things. But more student questions, that are richer than what you've seen in the past. Taking photos of children doing the learning such that they can recall the learnings and understand the big ideas they've learned.

Activities, books and resources (grade 7/8). Book being shared that speaks to characters experience with micro-aggression and they are doing co-learning. As children are reading it, they are breaking down the action, intent of action and impact. Critical conversation and understanding through literacy. Meaningful, deep and impactful conversation and learning.

Mental Health Workshops: Sending the message that our mental health is as important as physical health and self-care practices. Also some wellness check-ins with students on a regular basis, 1:1, how are you doing, what are you happy about, what are you struggling with, etc. Set up a well-being room that children designed completely; calming and safe space.