



Dec, 2020

1. Equity Road Map:
 - a. OCDSB -- Indigenous, Equity and Human Rights Roadmap
 - b. ACES -- Indigenous, Equity and Human Rights Education Video Series: Inclusive Education: Antiracist Education: Identity and Stories of Identity
2. Slurs and Epithets -- Narrated Video (13 min)
 - a. **Directive:** The OCDSB is committed to honouring the best interests of each child, doing no harm when delivering education, and delivering a curriculum that reflects diversity, is culturally relevant and responsive.
 - i. **The following direction is provided for all staff, to make it unambiguously and intentionally clear that the uttering or writing or use of racial or other slurs or epithets by staff (Eg. the n-word, pejorative terms used to describe Indigenous peoples, racial, ethnic, religious, sex, gender, sexual orientation, and/or disability attributes etc.), including when reading aloud texts, quoting or teaching course content, is not permitted. All staff have an obligation to intervene and respond sensitively if they hear racial or other slurs or epithets uttered or used by others.**
 - b. The use of racial or other slurs or epithets by staff cannot ever serve educational purposes. This language produces inequities in educational outcomes between targeted and untargeted student groups and results in harm.
 - c. This directive is aligned with the best interests of the child and is aligned with the OCDSB commitment to creating a safe and caring learning environment that respects, promotes and protects human rights. It is also aligned with the standards set out in PR.618.CUR on Antiracism and Ethnocultural Equity as well as with the Professional Misconduct Regulation (O. Reg. 437/97) under the *Ontario College of Teachers Act*.
3. From "The Invitation" expressed in the narrated slideshow by Carolyn Tanner on slide 14, I will share My Equity commitments:

My Equity Commitments--ongoing--last updated Dec 14th:

- To ensure my narrative and the dominant narrative of my white privileged, racist life is not the default narrative of my teaching and learning here at ACES;
- To move from "Equity" as a **standing item** on staff meeting agendas and School Council meeting agendas toward embedding Equity in what we do and how we do here at ACES;
- too not be silent; use language that does not isolate or stereotype individuals and correct others when they do--slurs and epithets (e.g., a behaviour student, a special education student, an applied student, etc)
- to be an ally;
- to re-read Me and White Supremacy; to complete How to be an Antiracist; to re-read White Fragility; to engage in book club Not Light but Fire
- bring/embed equity in how we go about being at ACES (conversations, staff meetings, school council--standing items on Council and Staff meeting agendas
- student voice (equity walks; As brought forward during Unpacking Unconscious bias training webinar)
- Inclusive Education Video series (ie: Understanding Land Acknowledgements)

Online fundraising: Schools and School Councils have asked about the possibility of online fundraising (e.g. citrus sales, cookie dough, gingerbread houses, etc). The following guidelines must be followed:

- As much as possible, encourage sales through School Cash Online
- Facilitate a pick up process that respects all Covid procedures (i.e. physical distancing)
- Pickup processes can be facilitated through appointments and the use of OCDSB booking software Schoolinterviews.ca. Please refer to October 19 emails from Sandy Owens for further details.
- Schools should not organize nor support any student door to door campaigns related to school fundraising efforts.