

REPORT OF THE STUDENT ADVISORY COUNCIL (SAC)

2021 January 13
4:00-6:01 p.m.

Student Trustees: M. Dhaliwal, N. Keller, T. Rahman

Students Senators: A.B. Lucas SS: K. Ding, B. Maudsley, H Cator; London Central SS: A. Haq, H. Satheeskumar; Central Elgin CI: Clarke Road SS: K. Doxtator, W. Slade; College Ave SS: J. Cote, J. Jawad; East Elgin SS: S. Shelly; Glencoe SS: C. Metivier, L. McFadden, J. Nicholls; Glendale HS: E. Mitchell; H. B. Beal SS: E. Deagle, J. Classen, L. Huston; Huron Park SS: P. Patel, M. Stuart, M. Panchel; Ingersoll DCI: J. Underwood; London South CI: Lord Dorchester SS: C. Zavitz; Montcalm SS: E. Shadbolt; Oakridge SS: D. Fosterdelmundo, J. Fan; Parkside CI: A. Master, C. Golding, M. Moore; Saunders SS: D. Antone, K. Burke, K. Ellis; B. Saidam; Sir Frederick Banting SS: R. Sharma, R. Hossian, H. Carr; Sir Wilfrid Laurier SS: J. Andre, K. Karout, A. Morales; Strathroy DCI: West Elgin SS: D. Fletcher; Westminster SS: N. Fayadh; Woodstock CI: M. LeConte, R. Gilbert.

Administration and Others: B. McKinnon (Chair), L. Pizzolato (Trustee), S. Builder (Superintendent), S. Hines (Assistant to the Trustees).

1. INTRODUCTIONS, APPROVAL OF AGENDA AND MINUTES

Indigenous Student Trustee Keller called the meeting to order at 4:01 p.m. and Student Trustee Rahman acknowledged the traditional territory on which the Student Advisory Council meeting is held. The agenda items were reviewed by Indigenous Student Trustee Keller and the Student Trustees did a brief introduction for those who may be joining for the first time.

2. ICE BREAKER AND DEBRIEF-THOUGHTS ON HYBRID LEARNING

Discussion was held and Student Senators shared their thoughts on the change from in-person learning to online hybrid learning, sighting the positives and the negatives to the changeover. Student Senators were encouraged to stay positive throughout the rest of the year.

3. CHAPTER TWO – IMPORTANCE OF INDIGENOUS PERSPECTIVE AND VOICE IN SOCIETY

Indigenous Student Trustee Keller shared a document that explained that the purpose of a land acknowledgment which is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land. All must recognize that non-indigenous people are occupying stolen land. We must do our part to ensure that we protect indigenous land and culture from further devastation. There are many forms of land acknowledgements and the Indigenous Student Trustee Keller shared a video of a land acknowledgment given at an environmental and climate change literacy summit in California.

A video clip was shown of Premier Ford speaking about the Caledonia indigenous land dispute. Indigenous Student Trustee Keller explained how the Indigenous peoples' rights have not been protected by the government and that is why they were protesting. Premier Ford's use of the words 'bad apples' set a negative tone for his interview with the media.

4. ENCOURAGING MENTAL HEALTH DISCUSSION

Student Trustee Dhaliwal let the group know that A. Harvey, the Mental Health Lead for Thames Valley would be joining them. A. Harvey promotes mental health and wellbeing, sharing tools and resources available across the Board to support students. Student Trustee Dhaliwal reviewed with the group some of the highlights that was captured at the meeting of November 25th. The Senators participated in a JamBoard session posting answers to four questions posed to them.

A. Harvey joined the group. The Senators completed the JamBoard activity and the outcome of the activity was discussed among the group. Student Trustee Dhaliwal posed the question to the Senators 'what are the top three things that can be done to support mental health and well being'. Discussion was held. It was felt that there may be more that Thames Valley could do to help students and perhaps look at consistency across the Board. Two Attachments

5. DIVERSITY IN THE CURRICULUM

Student Trustee Rahman lead the discussion regarding diversity in the curriculum. She reviewed the results of the JamBoard equity activity with the group completed at the November 25th meeting. She let the group know that the Student Trustees met with Secondary Superintendents M. Moynihan and C.

Giannacopoulos to discuss the results of the activity. Several questions were asked of the superintendents and next steps were discussed. Another meeting with the secondary superintendents will be held to discuss this unique school year. By providing feed back from forums such as this the secondary superintendents can work with teachers to adjust expectations as the school year moves forward. The Senators were asked to put any questions in the chat that they would like taken back to the secondary superintendents.

Student Trustee Rahman gave an overview of the JamBoard activity to discuss the books that are being read in English classes. Student Trustee Rahman posted questions in the JamBoard for discussion looking for recommendations on secondary reading material. The JamBoard recommendations were reviewed and discussed among the group. One particular post was discussed. Student Trustee Rahman told the group that one of the school boards in Ontario has a native studies course that is a direct alternative to the English courses that students take and that the students are enjoying it. Indigenous Student Trustee Keller advised the group that Thames Valley also has an FNMI Studies course that is open to all students. He hopes that the courses being taught are from the Indigenous perspective.

Attachment

6. CLOSING STATEMENTS AND ADJOURNMENT

Student Trustee Dhaliwal closed the first fully remote Student Advisory Committee meeting asking the Senators to keep an eye on the SLACK groups. The group was reminded that if they had any immediate questions or concerns to reach out to any of the Student Trustees. The meeting was adjourned at 6:01 p.m. The next meeting will be held on 2021 February 10 at 4:00 p.m.

M. Dhaliwal
Student Trustee
Co-Chair

N. Keller
Indigenous Student Trustee
Co-Chair

T. Rahman
Student Trustee
Co-Chair

CHECK-IN QUESTION

my boyfriend.
he is always
there for me.

I'm thankful that
school is getting
easier and I have
more time in my day
to do more things



Trump is
getting
impeached
again

Something I am
thankful for is being
able to have the
opportunities to
have my voice heard
and my opinions
valued. Also to be
friends with
amazing people!

Something positive
that happened
today was that I got
a good grade on an
assignment that I
was stressed out
about.

I am thankful
for the
support from
my family and
those who
love me.

something positive
that happened to
me today was that I
finally got the
package that I was
waiting to be
delivered to me for
the past month

I'm thankful to be a
part of this council
as there are so
many passionate
voices and a lot of
different input!

I'm thankful for
friendly and
understanding
teachers :)

**SZA
DROPPED
GOOD
DAYS**

A goal
completed is
something
positive that
made me
happy

I'm thankful for my
family, my friends,
and the fact that I
have access to food,
water, shelter, and
education, etc.

james harden
got traded
today im
pretty positive
for that

I'm grateful for having
free healthcare! And
for also not being
ashamed of our
government to much,
not like down in the
USA at the moment.

I'm thankful
that my
workload is a
bit lighter
after the
break

I am thankful for my
Indigenous
Medicines that
connected me to
the universe and
helped me find
myself.

I'm thankful I have
the opportunity to
have these
productive
discussions with all
you amazing people

Grateful for so
much!! Yesterday I
ordered a bullet
journal so I'm pretty
hyped for that haha.

my limited
edition Men I
Trust vinyl and
poster came
in the mail

I am thankful for
technology, to be
able to talk to my
friends through it. It
helps get through
these tough times
when you can't see
them everyday.

1) I'm thankful for my
friends & teachers &
peers who are
constantly checking
in on me <3 / 2)
Something positive
that happened was I
won a game of
Among us HAHA

NICE!

Something happened
positive today is I
finished my vector
test, and there will be
no vectors for me
anymore. Gonna focus
on calculus the rest of
this quadmester.

so cool!
vinyls are awesome

recognizing abuse and neglect training for teachers *Emotional neglect as well*

Teachers should provide access to links and resources that students can use if they need mental support. Virtual group meetings could also be made to encourage positive mental health

Accessible through social media.

HOW SHOULD H/WB SUPPORT LOOK IN A VIRTUAL WORLD?

Live mental health check-ins with professionals (free and confidential for students)

Better communication and understanding. We're in a pandemic right now pretty much locked in our houses, teachers need to understand we have more on our minds than an assignment.

Flexibility; everyone's learning environment is different and due dates can be hard to reach for a lot of people. Online resources as well.

easily accessible second party resources!!

open, encouraged conversations with teachers on whether or not the workload is too much and if student's are doing okay that Teacher's are responsive to

Virtual 1-on-1 meetings and more chances to talk/get involved? I feel like people may think that they're just staring at a screen all day, doing what it tells them to do like the Stanley Parable

Lots of encouragement through the school board, individual schools, and individual classrooms. Maybe a check-in survey once a week, some virtual clubs, etc.

Exactly, due dates can be especially difficult if people have jobs, chores, appointments, etc.

minority specific resources!!

Understanding. I feel that both teachers and students need to know that we are all trying our best and that it's difficult for everyone at this time. We all learn differently.

Promotion / training on mental health resources from TEACHERS (aka spending time in class asking about class wellness instead of speeding through course material - more than a basic "I'm here for you!!")

Encouragement from teachers to students and requesting input or feedback from students.

Agreed!

Possibly virtual support groups, awareness contests (poetry, art, video..etc), courses online that connect community and well-being

normalize students asking teachers if they are honestly okay. So many teachers do this with their students, yet there seems to be some kind of barrier with students asking teachers questions about their mental

Resources posted and promoted by TEACHERS

Anonymous video chats with MH supporters would be great. This can be more easily realized than in person ones.

As a fully remote learner, having the teacher post resources with the daily schedule can lead to easy access to said resources, it's the matter of getting people to actually utilize them.

Emails from TVDSB or from teachers directly. The latter would be more beneficial in direct emails as students can respond directly to their teachers.

Teachers making it a part of the online daily routines, have a specific time set out. Through google classroom streams or even guidance websites.

I think mental health resources should be on the front page of every TVDSB website or social media account (i.e. pinned tweet, IG highlight) for a short term solution

Teachers taking 10 minutes in a few classes to speak to students about resources

Mass promotion on various social media channels

promoting through social media, emails etc, and having weekly mental health check ins.

Our school should constantly be putting out promotions on the resources that are available to the students. Use the platforms the students are on to ensure the use.

Through teachers posting on google classroom where we can easily find them or through emails from the board and/or our schools.

Maybe a check-in through google forms 1-2x a week with a chance to stay anonymous.

Q: HOW DO YOU WANT TO LEARN ABOUT OR BE MADE AWARE OF MH/WB RESOURCES?

needs to be much more easily accessible!!! It is difficult to find resources and many students in need are unaware!

More safety nets for students falling behind/struggling with attendance and work
Guidance should do more to reach out

Some tips on how to keep the mind relaxed and content.

I think that schools should be continuously reiterating how to access different resources instead of just putting a few links at the bottom of one email.

Possibly reducing the stigma around asking for help by hearing from students on how those resources have helped. Like student led-reviews for resources.

Mass emails, instagram posts, google classroom post, or individual emails.

Though it can be stressful for certain people, online group projects and breakout google meets can be super helpful and beneficial with the lack of socializing going on during this time.

Honestly, I feel like our online classes should be more about engagement and less about completing assignments

More communication from the board and ministry to teachers

I would like to see more interactive lessons. My math teacher uses desmos which can make lessons more engaging whereas, my business teacher rambles on without looking at the chat for questions or even pausing.

WHAT DO YOU NEED MORE/LESS OF?

+1
ACCESS TO LEARNING AID!! Lots of teachers aren't even hosting meets and it is very difficult to contact them!! And if anything in full remote learning, aid is ESSENTIAL. +1 +1

Some sort of weekly plan, in order to get done my workload. I need some more check-ins from teachers. I feel like they just send out the work and there isn't much personal involvement.

Many kids end up getting caught in a destructive loop of missing class and classwork. Then when they are struggling they are expected to advocate for themselves-

More extracurricular support.

Guidance should be able to notice these patterns, reach out to the kid and get kids the support they need. (Important for kids who have undiagnosed learning disorders)

+1
More sleep. Since school is online, we should heavily consider pushing back start times for virtual classes since waking up at 8- is still pretty early, and I don't see why we couldn't just start at 10 or later.

Support for assignments (student study groups, student teachers available..etc)

+1
I need more course/week schedules. It is difficult to plan anything when I do not know my day-to-day course load.

+1
more open book/open resource tests! Teacher's are doing a lot to prevent cheating right now (which is good!) but I think it's causing unnecessary stress and ppl cheat anyways so open resource would be great

+1
My teachers posted an assignment with audio explanations. I would like to see more of these types. I would also prefer if both written explanations were available with verbal instruction.

FLEXIBILITY!!

+1 +1 +1
Student's don't get enough sleep when they're expected to wake up at 8.

+1
More structure, one of my teachers posts a whole unit on Monday and we are expected to have it done by the end of the week.

More time for homework! and more time for the tests!

+1
Less lessons in one day! On Monday I had 7 pages of work and 3 pages of notes, as well as an hour of recorded lessons.

+1
More TIME from teachers to do certain assignments. Having a test that is proctored and only given a half an hour for causes a LOT of unneeded stress

+1
Independent work. My internet cannot constantly handle being in a google meet from 8:15 - 1:30. I enjoy that teachers want to be there to answer questions, but I know several students that get nervous to ask online with everyone

+1
many students still get nervous to ask them in front of 20-30 kids they have never met.

SAC Meeting – January 13/21

Questions and JamBoard Outcomes

What are you thankful for? OR What's something positive that happened today?

- Connection, Support & Validation (from family, friends, peers, teachers)
- Recreation/Leisure & Spiritual pursuits (music, reading, cultural, technology)
- Lighter workload, more time

How should mental health/wellbeing support look in a virtual world?

- Accessible, Flexible & Engagement
 - Teachers to facilitate check in's in class
 - Teachers to promote MH resources in class
 - Social Media posts
 - Ongoing communication/conversations and understanding (connection & validation)

How do you want to learn about or be made aware of MH/wellbeing resources?

- Review what & how to access resources
 - Online daily classroom routines – post resources virtually in classroom
 - Direct emails
 - Social media (Twitter - pinned tweets & Instagram)
- Learn from other students how resources have helped – reduces stigma
- Strategies – how to keep the mind relaxed
- Academic safety nets for students falling behind or with attendance issues – guidance reach out

What do you need more of? AND/OR What do you need less of?

- More...
 - Planning & scheduling of online work by teachers (increases sense of time to complete tasks and impacts sense of workload)
 - Flexibility & Supports – students are asking for more time to complete, less workload and more academic supports/aid when they are falling behind
 - Sleep – lots of votes here – with more planning, scheduling, flexibility and support, perhaps time management improves and student's ability to engage in good sleep hygiene improves
 - Engagement, connection & communication
- Less
 - Workload

Top 3 priorities

- Engagement & Connection
 - Check In's
 - Validation & Reassurance

- Communication
 - Naming of MH resources & how to access
 - Clear plans and scheduling - consistency in remote learning
- Flexibility & Supports with academics
 - Workload considerations
 - Provide academic supports/aid (teachers & guidance)

THOUGHTS ON DIVERSIFYING THE CONTENT IN OUR CURRICULUM

5

educating community members on how to support various types of learners and how to be

Openly Straight (an accurate portrayal of a gay youth)

History class skips over indigenous culture. Include more content based on FNMI topics

specific but, it wasn't until this year (my grade 12 year) that I learn the history of African Americans. Before that I only learned about Canada's history, meaning when Canada became itself and how Chinese, Japanese, English

MINORITY SPECIFIC/CENTERED CONTENT

i think as students we need to open up to teachers about it more (kind of like a recommendation)

educating community members like teachers on how to support and understand different bumps in the road due to past trauma etc

i'm reading they both die at the end now :)

Adam Silvera, Bill Konigsberg, Angie Thomas, etc.

Death Note by Tsugumi Ohba and Takeshi Obata.

The Other Boy - A book focused on trans youth

There should be more contemporary works and minority authors. POC, queer, First Nations and disabled people's works should be required especially in younger grades.

Fullmetal Alchemist by Hiromu Arakawa.

Books WRITTEN by POC and LGBTQIA+ Authors

White Fragility

The Hate U Give

I think that the curriculum ultimately influenced by the teacher's personal beliefs and standing with diversity.

Award-winning BIPOC Canadian authors!

Having a variety of books students can select from that include many different cultures/perspectives

Diverse classics exist! Not all classics are written by a white male author but those are the only ones that ever get studied.

Global plays with diverse perspectives, not just Shakespeare.

when working for racial diversity AVOID WHITE SAVIOR TROPES.

the gospel truth - caroline pignat

Author - Tahereh Mafi!!! Amazing writer

A Very Large Expanse of Sea by Tahereh Mafi

Author: Haruki Murakami, he is incredible!

Novels could be chosen through teachers likings and diverse knowledge

Chinese literature and poetry is really good, if that was touched on that would be neat

History classes should tackle topics like focus more on what made Canada so diverse from past to present (minorities, POC, and etc)

different methods of online learning such as: live zooms, independent slides to go through, youtube videos, etc to enable different types of learning

If we as students raise our voices or ask in curiosity towards diversifying the content in the books, it can very much be done

No SUGARCOATING historical events to make them "easier to digest"

Modern issues such as income inequality should be taught more in social studies classes.

Students should be faced with the truth. It connects to racism. If we don't educate the younger generations, how can we know it'll be better.

Graphic novels and easier novels should be apart of kid's learning/assignments. there is a massive amount of books that have great lessons and themes that are over looked for being "too easy".

Geography class should be more universal and nuanced, not just looking at poorer nations as "undeveloped" and moving on but also looking at how cultures in those countries formed

Teachers shouldn't refrain from novels that might make them or others in the class uncomfortable. Hard topics deserve to push our boundaries.

chosen, schools need to be guaranteed they will receive the amount of books needed to teach a class properly as I have seen several classes where students must share copies or find one from their local library

Bring up racism. It is a huge topic in Canadas history, but then not talked about in history class.

The time has come by Micheal Kaufman The content; why men must join the gender equality revolution

This kind of goes along with educating the students about people who identify as LGBTQ+. Younger generations have the drive to be the change, but there isn't enough convo around it

i've faced racism as early as KINDERGARDEN. we need stories, toys, resources that are truly diverse from the beginning of the school path not just hs.

Books on colonialism, harsh truths and sparking change and change in the future.

Not just racism but systemic issues for POC, women, disabled people and queerfolk. It should be brought up before high school as well.

Talk about the Alt-Right Rabbit Hole and how algorithms indoctrinate young people. This is super important for kids today!! A lot of people are getting radicalized from social media.

Leonard very shed on so many mental health issues, high school part of the community. Would definitely

I think we should do a poll or get to vote on books that we could read in class

The younger you diversify kid's media the better they are equip to unlearn and fight racism.

With topics such as these, many students are immature and will make jokes. There should be consequences.

I AM NOT A NUMBER. book that talks about residential schools.

And the pseudo intellectual movement

I'm not sure what other schools have read but in my school I've read A Thousand Splendid Suns and the graphic novel Auschwitz. Depressing reads but gives a great perspective into what those cultures have been through.

The Help by Kathryn Stockett

Canada is NOT perfect. Let's read books that expose the hidden racism in our country's history

Reading and understanding of research papers/informative essays should be a part of the curriculum somewhere, considering the amount of transferable skills it would provide.

ADD SUBTITLES TO ALL VIDEOS IN CLASS. both for kids with hearing issues but it's also been shown it can help kids learn how to read.

**I don't even know
examples of books
like this, but books
highlighting people
who are double
minorities is
important to find
(ex - lgbt and poc)**

**Debate and critical
thinking is important!
Kids need to be
taught how to fact
check articles/check
sources. Also
recognizing bad-faith
arguments/tactics
throughout school**