

**YORK REGION DISTRICT SCHOOL BOARD
EQUITY AND INCLUSIVITY ADVISORY COMMITTEE
ISLAMOPHOBIA SUB-COMMITTEE RECOMMENDATIONS**

Mental Health & Well-Being

- 1. Highlight student voices in addressing Islamophobia and affirming their Muslim identities**
 - a. Engage students already doing this work to disrupt Islamophobia and provide them with platforms, resources and support to share knowledge
 - b. Provide resources and space for a network of Muslim students to connect with and support each other and engage with Muslim educators and mental health professionals to share opportunities for healing
- 2. Address impact of anti-Muslim discrimination and Islamophobia on the mental health and well-being of Muslim students**
 - a. Develop meaningful training and accountability measures around Islamophobia in consultation with relevant departments for all staff including Senior Team, administrators, teachers, managers, and school office staff
 - b. Provide specific professional learning to school office staff to support providing a welcoming environment to the diverse community that enters YRDSB schools
 - c. Develop and offer training for staff and departments in supportive roles regarding culturally responsive and anti-oppressive practice (e.g. guidance counsellors, child and youth workers, student success, alternative education)
- 3. Provide educators and staff with tools to recognize and intervene in incidents of Islamophobia and discrimination and address these in the moment to ensure the safety and well-being of Muslim students at interpersonal, classroom and school levels**
- 4. Develop Board supports for students and families navigating experiences of Islamophobia and discrimination (e.g. Muslim Teacher Liaison, culturally responsive and anti-oppressive mental health supports and counselling, advocacy resources)**
 - a. Recognize power differential between staff, educators and students by ensuring students have access to advocates during process of bringing concerns forward (e.g. support person present in meetings with administrators, teachers)

Curriculum and Instructional Services

- 5. Provide students with opportunities to influence curriculum through development of advisory groups and/or designated spaces on student councils for students with Muslim and/or other racialized or marginalized identities**
- 6. Incorporate Culturally Relevant & Responsive Pedagogy as a means of delivering curriculum**
 - a. Ensure that curriculum and related resources highlight/acknowledge the achievement of Muslim people, is not Eurocentric, and reflects multiple cultures and identities in a meaningful way

- b. Develop and provide tools for educators around media literacy, especially in the context of Islamophobia and discourses around Muslims
 - c. Develop and provide educators with tools and resources to think critically regarding bias towards Whiteness within the curriculum and engage in dialogue in response to student concerns
- 7. Continue support of facilitation of workshops regarding increasing awareness of and disrupting Islamophobia; explore processes of enrollment**
- a. Incorporate feedback and guidance from educators engaging in this work regarding needs and directions; provide resources and support regarding development of accountability measures to ensure learning reaches all levels

Human Rights

- 8. Develop and effectively communicate role of Human Rights Office to students, parents, community partners**
- a) Ensure process protects confidentiality for complainant, incorporates accountability, and mitigates risk/fear of reprisal
 - b) Develop a process for collecting complaints/concerns that are related to Islamophobia which includes actions/resolutions/monitoring of such complaints
 - c) Ensure that supports and opportunities for healing are built into this process for students and families

Leadership

- 9. Increase accountability to ensuring safety for all students, including Muslim students, within the YRDSB**
- a. Develop Board protocol for responding to local and global events that could have impact on incidence of anti-Muslim discrimination and develop resources on how to respond at Board, school, classroom level
 - b. Increase transparency in responding to incidents of Islamophobia that occur within the Board; build trust by engaging with communities to share that matter is being addressed, within limitation of confidentiality
 - c. Build criteria regarding equity and anti-oppressive practices into hiring at all levels
 - d. Develop training and accountability measures and processes in partnership with relevant departments for Trustees to ensure approaching work through framework of anti-oppression, anti-racism and understanding of Islamophobia

Staffing and Hiring Practices

- 10. Develop and sustain a Muslim Teacher Liaison position to support Muslim students and families navigating processes within the YRDSB (e.g. bringing forth concerns regarding Islamophobia, seeking faith accommodations, exploring culturally responsive services)**
- 11. Seek representation of Muslim educators at all levels of the Board, including leadership**
 - a. Support networking and mentorship for staff with Muslim identities to navigate system and report incidents of marginalization without fear of retribution in consultation with affinity groups
- 12. Ensure that Muslim students have access to service providers operating from a culturally responsive, anti-oppressive, anti-racist framework**
 - b. Create positions within the Board and within schools where Muslim students can access support and express concerns (e.g. social worker, therapist, child and youth worker, teacher liaison)
 - c. Engage community partners to generate list of relevant resources/service providers to support students/families navigating experiences of Islamophobia
 - d. Communicate resources to students, parents and families

Parent and Community Engagement

- 13. Engage students, families and communities in development of curriculum and explore opportunities for collaboration, especially when new changes arising**
- 14. Develop processes to involve parents and families in school community to ensure school culture reflects all identities present**
 - a. Seek feedback from administrators and educators with positive experiences regarding affirming Muslim identities and invite sharing resources and practices (e.g. surveying parents/families to explore what identities are represented in the school community)
- 15. Provide guidance for parents (e.g. hotline, resource person - Muslim Teacher Liaison) to navigate the system and explore opportunities for healing**
- 16. Build relationships with community through increased communication from Board and engagement in ongoing process of consultations, town halls and providing regular feedback on status of recommendations**

Faith Accommodations

- 17. Clearly communicate and simplify process to seek faith accommodations and provide supports for families navigating this (e.g. Muslim Teacher Liaison)**
 - a. Develop and provide tools for staff and educators regarding how to support parents/families seeking a faith accommodation
 - b. Incorporate opportunities for engagement with families to explore meaningful alternatives when accommodations are required