

SPECIAL BOARD ADVISORY COMMITTEE ON RACE RELATIONS PUBLIC

AGENDA MARCH 31, 2022

Garry Tanuan (Chair)

Ida Li Preti (Vice-Chair)

Norman Di Pasquale

Teresa Lubinski

Alisa Welsh-Knight
(Parent Representative)

Joshua Singh
(Student Representative)

Eunice Rodrigues
(Community Representative)

Samantha Guevara
(Student Representative)

Diane Montreuil
(Community Representative)

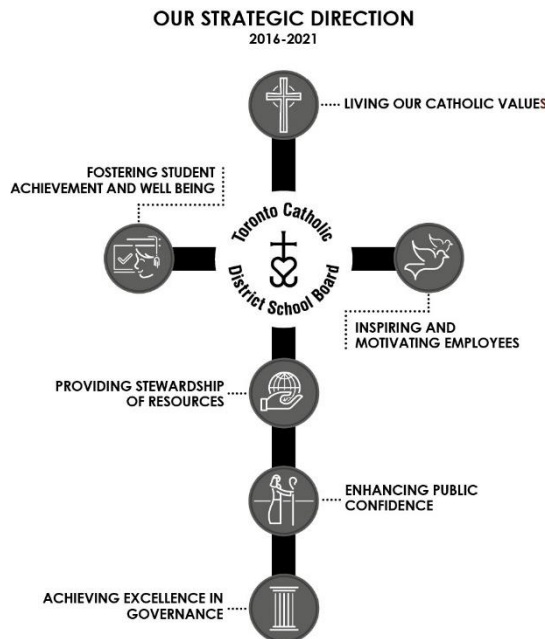
Tony San Juan
(Community Representative)

Althea Parsons
(Community Representative)

Aileen Santiago
(Staff Representative)

Marissa Largo
(Parent Representative)

Helena Suite
(Staff Representative)



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293

Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298

Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

**Dr. Brendan Browne
Director of Education**

**Angela Kennedy
Chair of the Board**

LAND ACKNOWLEDGEMENT

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit peoples in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunee et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

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AGENDA THE REGULAR MEETING OF THE SPECIAL BOARD ADVISORY COMMITTEE ON RACE RELATIONS PUBLIC SESSION

Garry Tanuan, Chair Ida Li Preti, Vice Chair

Thursday, March 31, 2022

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call and Apologies
6. Approval of the Agenda
7. Notices of Motion
8. Declarations of Interest
9. Approval and Signing of the Minutes of the Meeting held December 1, 2020 1 - 5
10. Presentations

11. **Delegations**
12. **Consideration of Motions for which previous notice has been given**
13. **Consent and Review**
14. **Unfinished Business from Previous Meetings**
15. **Matters referred/deferred from Committees/Board**
16. **Reports of Officials for the Information of the Board of Trustees**
 - 16.a. Committee's Mandate and Structure
 - 16.a.1. Board Approved Motion 6 - 7
 - 16.b. A Call to Action: Systems Abuse of Black Students Within Ontario's Education System 8 - 64
17. **Reports of Officials Requiring Action of the Board of Trustees**
 - 17.a. Terms of Reference through a Sub-Committee
 - 17.b. Replacement of a new High School Student Representative
 - 17.c. Representation of Ethno-cultural and Indigenous groups as reflected by the School and Community ie., Staff Representation/Hiring Practices and Curriculum
 - 17.d. Review of Ontario's Education Equity Action Plan, the Toronto Catholic District School Board's (TCDSB) Action Plan, and the TCDSB's Catholic Equity and Inclusive Education Policy H.M. 24 65 - 168
<https://www.tcdsb.org/Board/Policies/Pages/hm24.aspx>
18. **Reports from External Committees/Organizations**
19. **Listing of Communications**
20. **Inquiries and Miscellaneous**
21. **Meeting Times and Dates**

22. Updating of Pending Lists

23. Closing Prayer

24. Adjournment

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MINUTES OF THE RACE RELATIONS COMMITTEE VIRTUAL MEETING

PUBLIC SESSION

TUESDAY, DECEMBER 1, 2020

Trustees:

G. Tanuan, Chair
I. Li Preti, Vice Chair
N. Di Pasquale
T. Lubinski

Staff:

D. Koenig
A. Della Mora
D. Chen
L. Latham
P. Matthews

S. Harris, Recording Secretary

External Guest:

A. Robertson, Parliamentarian

1. Call to Order

The meeting commenced with Associate Director of Academic Affairs Dan Koenig in the Chair.

4. Roll Call and Apologies

Trustees Martino and Crawford, Ex-Officios, were absent.

5. Election of Chair

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the name of Trustee Tanuan be placed in nomination.

Trustee Tanuan accepted.

There were no further nominations.

Trustee Tanuan was acclaimed Chair of the Race Relations Committee.

Trustee Tanuan assumed the Chair.

6. Election of Vice-Chair

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that the name of Trustee Li Preti be placed in nomination.

Trustee Li Preti accepted.

There were no further nominations.

Trustee Li Preti was acclaimed Vice-Chair of the Race Relations Committee.

7. Approval of Agenda

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the Agenda be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Di Pasquale
Li Preti
Lubinski
Tanuan

Opposed

The Motion was declared

CARRIED

8. Declarations of Interest

There were none.

7. Approval and Signing of Minutes of the Previous Meeting

Nil.

16. Reports Requiring Action of the Board of Trustees

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 16a) be adopted as follows:

16a) Establishing Committee's Terms of Reference (Refer to Various Samples of Terms of References):

Composition:

BE IT RESOLVED that the Committee has a total of up to 16 members comprising:

- Four Trustees;
- Two Ex-Officios;
- No more than two Toronto Catholic District School Board (TCDSB) students;
- No more than two TCDSB parents;
- No more than two TCDSB employees; and

- No more than four Community members

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Di Pasquale
Li Preti
Lubinski
Tanuan

The Motion was declared

CARRIED

N.B. The other areas of the Terms of Reference will be established at the next meeting for approval by Board.

b) **Renaming of the Committee** not dealt with.

20. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Di Pasquale
Li Preti

Lubinski
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



*Garry Tanuan
Trustee Ward 8*

E-mail: Garry.Tanuan@tcdsb.org

Voicemail: 416-512-3408

To: Corporate Services Meeting, March 10, 2022

From: Garry Tanuan, Trustee Ward 8

Subject: Consideration of Motion: Special Board Advisory Committee on Race Relations

MOVED BY: Garry Tanuan, Toronto Catholic District School Board.

SECONDED BY: Angela Kennedy, Toronto Catholic District School Board.

WHEREAS: The Toronto Catholic District School Board (TCDSB) has a history of Race Relations, and Equity Policies and Practices since 1984 but recent trends suggest a need to reintroduce past mechanisms to assist in eradicating racial and systemic discrimination;

WHEREAS: The Ministry of Education has announced a series of initiatives and activities in the Fall of 2020 to address and combat systemic racism that affect racialized bodies, particularly the Black and Indigenous communities; and

WHEREAS: TCDSB has passed a series of motions to address Anti-Racism and Equity and Inclusive Education within the Board during the June 18, 2020, Board meeting.

BE IT RESOLVED THAT: The Race Relations Committee be reconstituted as the Special Board Advisory Committee on Race Relations effective immediately;

FURTHER BE IT RESOLVED THAT: The existing Board approved members (trustee and external) remain the same, effective immediately;

FURTHER BE IT RESOLVED THAT: The Terms of Reference be developed by the Committee and brought back to Board as soon as possible;

FURTHER BE IT RESOLVED THAT: The Committee be requested to report to Board with recommendations on a monthly basis or as appropriate;

FURTHER BE IT RESOLVED THAT: An Annual Report be submitted;

FURTHER BE IT RESOLVED THAT: The Director of Education provide recording secretarial support and other staff resources as needed;

FURTHER BE IT RESOLVED THAT: Procedural, governance and reporting issues related to Advisory Committees be referred to the Governance and Policy Committee for review; and

FURTHER BE IT BE RESOLVED THAT: The Board would benefit from policy recommendations from the Special Board Advisory Committee on Race Relations.

Garry Tanuan
Trustee Ward 8

A CALL TO ACTION:

Systems abuse of Black students within Ontario's education system



**Presented to:
Ontario Human Rights Commission**

March 2022



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Introduction

For generations, Black people have faced and overcome anti-Black racism and debilitating prejudices in many forms; from historical slavery and displacement to the ongoing effects of colonialism and systemic oppression. Recent events, namely the murder of George Floyd in the United States in May 2020, have brought a greater public awareness to issues of police brutality and other forms of systemic oppression and state-sanctioned violence against Black people.

The increase in awareness has created more discourse on the topic of anti-Black racism worldwide, and we are finally seeing individuals, institutions, and governments acknowledging the reality that structural barriers do, in fact, exist. While this is a step in the right direction, Black communities in Canada are calling for concrete institutional reform and policy changes to ensure the rights and freedoms of Black people, Black families, and Black children are protected.

Many Canadians often look to the U.S. when discussing issues of anti-Black racism and do not acknowledge that anti-Black racism is prevalent in their own backyard. Most would be shocked to discover just how much the issue is built into our very own school systems. In fact, anti-Black racism has occurred in the Canadian education system for over a century and includes the legacy of segregated schools for Black students.

Within the province of Ontario, years of collected research, data, and testimonials of those with lived experience have made one thing clear: there is an anti-Black racism crisis in Ontario's education system with little to no systemic policies to address it. This contributes to the emotional abuse and harm inflicted on Black children, who are subjected to daily interactions with those who are harming them.

Racism is violence. Racial violence is trauma. This fact has been documented by numerous mental health experts and healthcare authorities throughout Ontario. Yet, despite understanding the violence and trauma that anti-Black racism inflicts on Black students and their families, there are few accountability measures within the Canadian educational system to protect Black children.

This is our job. Since September 2020, Parents of Black Children (PoBC) has provided Systems Navigation services to families and Black children in Ontario. We've extended our services to support families across Canada and in the United States.

Introduction

Our Systems Navigation initiative is designed to stand beside parents as they navigate the education system.

We learned from organizations such as Cancer Care Ontario, now part of Ontario Health, and the Ontario Association of Children's Aid Societies (OACAS) community-based initiative, One Vision One Voice. We leaned on their best practices and processes to ensure that Black families and their children can access specialized, formalized education Systems Navigators, who are culturally sensitive and who understand the barriers Black children are faced with. When families contact PoBC about issues related to their child's education, our Systems Navigators provide support as they interact with their child's school and school board administrators. The navigators attend meetings, provide advice, and make connections with school boards or community groups to help eliminate barriers and act as a neutral third-party to help express the unique needs and challenges faced by African-Canadian families in the education system.

We are not the first to support Black families navigating the education system. Black community members and groups have provided these supports for decades. However the PoBC's Systems Navigation program was the first formalized program of its kind in Ontario. In early 2021, the provincial government announced the launch of 17 [Student and Family Advocate programs](#) (SFAs) modelled after Parents of Black Children's System Navigation program, with PoBC leading the SFA Community of Practice.

In this unique position, we have been privy to many instances of anti-Black racism within the education and adjacent systems. To date, we have supported over 216 families fighting for equity and justice for their children within Ontario's education system.

Through this work we are witnessing, with dismay and increasing concern and alarm, the ongoing emotional harm that is visited upon Black children within the education system and interconnected systems such as child welfare. We are also seeing a lack of accountability within schools and school boards, a lack of urgency to address the issues and an unwillingness by systems such as child welfare to prioritize the protection of Black students by holding those harming Black children accountable.

We call this **systems abuse**.

This report will outline the negative consequences of systems abuse focusing on providing case study examples of incidents we have worked to resolve, as well as providing a report of all cases and instances of emotional harm against Black children we have seen across this province. Moreover, this report will also provide a summary of instances of anti-Black racism witnessed by teachers, and those working within the education system, compiled via the Parents of Black Children anonymous online racism reporting tool for education workers (<https://parentsofblackchildren.org/school-racism-reporting-tool/>), launched in March 2021.

This report will also examine the accountability aspects of mandating reports, arguing the importance of data collection in substantiating the existence of anti-Blackness within the education system. The current lack of data reflects negligence, biases, and the refusal to hold individuals, groups, and institutions accountable. The report ends with a call-to-action to invoke immediate and constructive policy and accountability changes to address anti-Black racism within Ontario's education system.

The need for PoBC

We know that regardless of where Black children live they are facing anti-Black racism in the education system. Currently, PoBC operates in Ontario and is federally incorporated. An Ontario Trillium Foundation grant for the United Parents Project used the Greater Toronto Area's York Region as a pilot to test the idea of using Systems Navigation in education, parent mentorship, and knowledge-building workshops. PoBC also has U.S. chapters in Maryland and Pennsylvania.

Independent studies have found that Black students face barriers in education. This is not simply our lived experience, but data-driven proof that requires that school boards and the Ontario government make concrete changes to ensure that Black students receive the education and support they deserve.

Teachers and parents in the Black community who participated in the ground-breaking 2017 York University report [Towards Race Equity in Education](#), said that parents of Black children needed to be more engaged and observant to ensure their children had the same learning opportunities as others.

For these reasons, a Black-led, Black-focused organization like Parents of Black Children was created to support Black families province-wide.

The goals of PoBC are to:

- Be the voice of all parents of Black children, so no parent has to fight alone for a just, safe, and equitable education for their child.
- Work to eliminate anti-Black racism and the oppression of Black students at school and interconnected systems.
- Advocate to ensure school boards collect rigorous disaggregated race-based data.
- Open a continued dialogue with school boards, independent, and private schools about anti-oppressive practices, culturally responsive pedagogy, and anti-Black racism within their schools and connected systems.
- Increase the knowledge of parents of Black children, and Black students, to advocate for change within the education and connected systems to help facilitate their success.

As PoBC works toward the common goals of creating sustainable, systemic, and transformational change in Ontario's education systems, we are grounded in principles based on anti-Black racism analysis, including:

- **Analyzing power.** Our job is to identify and unpack systems of oppression that have shaped school boards and education policies and practices including white supremacy, colonialism, and anti-Blackness.
- **Transparency and accountability.** Our job is to operate in a fully transparent manner and be accountable to Black parents, by providing community members with detailed information about PoBC, our processes, leadership, and outcomes.
- **Listening.** Our job is to prioritize the voices of Black parents and children, elders, LGBTQ2SQ+, and members of religious minority groups, through their own words. We support non-Black parents of Black children, but first they must recognize their own privilege.
- **Appreciation & gratitude.** Our job is to appreciate and respect all intersections of Blackness. Through appreciating all facets of the Black experience, we will reach our goal of dismantling white supremacy and creating equitable environments for all Black children.

Experiences of anti-Black racism

Black educators' experiences of anti-Black racism

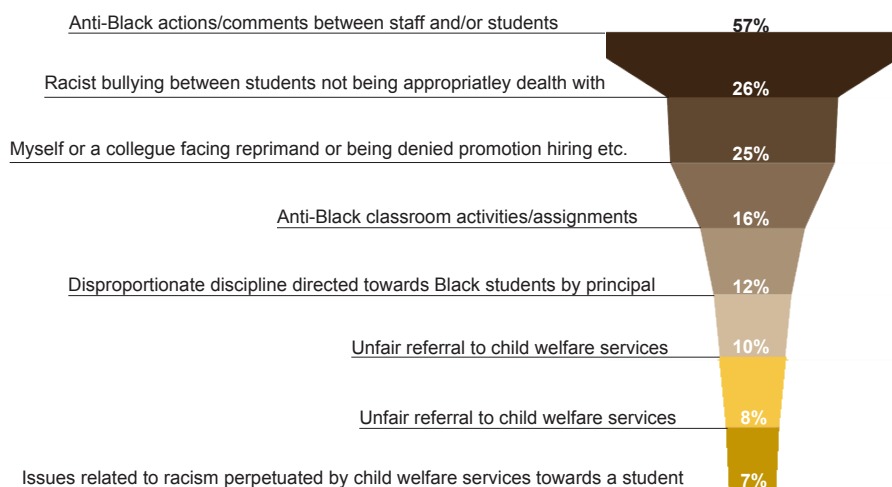
In March 2021, Parents of Black Children launched the first anti-Black racism reporting tool for education workers. The School Racism Reporting Tool is an anonymous tool accessible through the PoBC website. To date over 150 respondents have completed the racism reporting tool.

The experiences of Black educators in the workplace differ significantly from non-Black educators. Black education workers are consistently faced with targeted racial violence at work by students, parents, and colleagues. They are facing incidents of anti-Black racism while also bearing witness to the anti-Black racism suffered by students in their care.

Black educators and administrators who are doing the work of eradicating and dismantling anti-Black racism often become targets for abuse and harassment. The voice of the Black teacher working to create an anti-racist environment for Black children is seen as the problem, instead of the problem being anti-Blackness and racism.

There are no systems of accountability and reporting for educators, nor are there mechanisms in place to support those who are victimized. Although teacher federations, unions, and representative organizations are some of the most wealthy and well-resourced organizations in the country, they lack the will, expertise, or capacity to proactively protect educators from racial abuse and structural violence. The School Racism Reporting tool allows any educator, custodian, administrator, or anyone working within the education system – regardless of their race – to report instances of anti-Black racism that they have experienced or witnessed.

Nature of Incidents



Top reporting school boards

1. Toronto District School Board - 13%
2. York Region District School Board - 11%
3. Simcoe County District School Board - 7%



Only 18% of education system staff respondents raised their concerns with both the union and the school board.

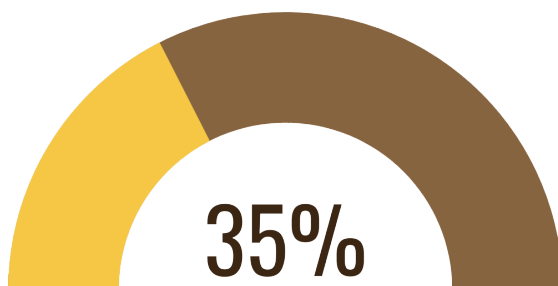


Black families' experiences of anti-Black racism

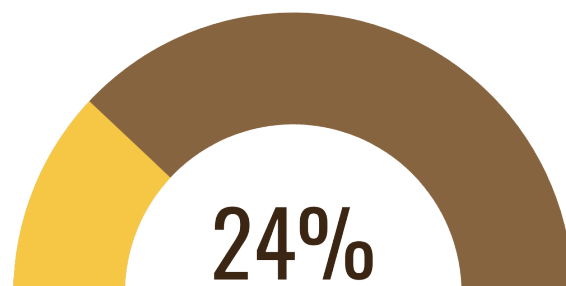
The experiences of Black families within the education system is complex and prevalent. Children are forced to deal with painful and egregious harm at schools which do not have the appropriate mechanisms in place to protect them. These students are racially targeted by peers and teachers at school. In addition to the interpersonal violence, they also have to contend with racially biased curriculum, evaluation practices, and policies at school that put them at risk daily. Black educators experience and/or witness anti-Black racism firsthand, but Black families' experiences with anti-Black racism in the education system is through their children's interactions with the system.

Some of the most alarming and egregious cases of anti-Black racism towards students have occurred in Catholic school boards in Ontario.

Black families within the education system often contact PoBC for support as their last resource to gain meaningful results. This usually occurs after most families have approached the education system for a resolution themselves, only to be left feeling more vulnerable and alienated.



Only 35% of education system staff respondents felt comfortable to raise their concerns with their school board



Only 24% of education system staff respondents felt comfortable to raise their concerns with their union

What is anti-Black racism?

Within schools and adjacent systems, Black students face overt racism, such as being called the n-word to being beaten and bullied simply because they are Black. The physical and emotional scars of these occurrences are evident and lifelong. However there are elements of racism that are far more insidious and covert which go unnoticed by everyone except the victim. Racism comes in the form of neglect and omission, such as ignoring a child's raised hand in the classroom, not acknowledging their abilities and not recognizing the contributions of Black people and their realities, all of which can make Black children feel invisible and devalued in their educational environments.

Types of neglect include, but are not limited to:

- Isolating a student due to normal child-like behaviours
- Refusing to teach a student or providing a below standard education
- Refusing to follow or revisit students' Independent Education Plans (IEP)
- Not expressing to parents the educational needs of the child until the last minute
- Ignoring a child's concerns in or outside of the classroom
- Disregarding instances of bullying or emotional harm to Black students

Acts of anti-Black racism include, but are not limited, to:

- Using texts and teaching materials that degrade Black people
- Refusing to reprimand white and non-Black students for using the n-word against Black students
- Applying harsher discipline for Black children
- Low academic expectations
- Adultification of Black children
- Surveilling Black children at school
- Disrespecting parents and family members of Black students
- Targeting students or families due to race
- Gaslighting parents, family members and students who come forward with complaints and concerns

Systems abuse

PoBC defines systems abuse as a system or institution that neglects or abuses a child in their care through program, policy, procedure, or individual interaction. Systems abuse occurs when the child's basic rights are in any way exploited or violated, and is detrimental to the child's health, safety, or emotional and physical well-being.

Systems abuse happens when preventable harm is done to children in the context of policies or programs which are designed to provide care or protection. The child's welfare, development or security are undermined by the actions of individuals or by the lack of suitable policies, practices or procedures within systems or institutions. This includes, but is not limited to:

- Trite reporting (unnecessary complaints) to Children's Aid Societies (CAS) and using the excuse of duty to report
- Unwarranted calls to the police on Black students or families
- Use of IEPs and assessments to portray a negative narrative of Black students and families
- Colluding with daycare providers to manufacture negative stories

This unified collusion of systems works against Black families and children, denying them opportunities to be successful, safe, and to have their humanity valued.

Institutions protect each other through individual lack of action and insufficient policies, practices, or procedures. When the education system fails to provide the necessary services, this leads to a breakdown of the child's social support and Black children are disproportionately affected. Systems abuse occurs when a system or institution neglects or abuses a child in their care through programs, policies, procedure, or individual interactions. Systems abuse is the collusion of systems to protect each other amidst the harm of Black children.

It is unequivocal that school boards across Ontario are participating in sustained systems abuse that is harmful to the mental, emotional, and physical health and well-being of the Black children entrusted to them.

Anti-Blackness and trauma in the classroom

Anti-Black racism, which Black children face from birth, can be seen as a social determinant of health. Statistics and data from a number of organizations shows that racism is an important cause of unequal health outcomes for racialized Canadians. What does that mean? According to the Canadian government, “discrimination against Black people is deeply entrenched and normalized in Canadian institutions, policies, and practices and is often invisible to those who do not feel its effects.” Black children also feel the effects of anti-Blackness in the systems they interact with. These institutions do not always recognize this discrimination and how it affects the Black students in their care.

Black families battling anti-Blackness and its effects is not new.

History shows that Black parents have had to fight for their children to go to school in peace and receive an equitable education, but education is a fundamental freedom for all Canadian children. All families are worthy of preservation and success, which is why PoBC established the community support of Systems Navigation to ensure anti-Black racism is reduced and ultimately eliminated.

Schools are supposed to be safe spaces for all students. Spaces where they are taught and supported by caring adults. Unfortunately, for many Black children, this isn't the case. Black families and students are subject to community policing and are held to unrealistic standards and expected behaviours. Outcomes for Black children are disproportionately poorer due to anti-Black racism and barriers in the educational system. Black children and their families who are facing these barriers develop feelings of isolation, lack of support, and often feel misunderstood.

Black parents are asked to trust institutions that have created barriers to limit the success of their children. It is hurtful for Black parents to send their children to school knowing many of the challenges they will face are based solely on their skin colour.

While there are Black children who successfully navigate the Ontario education system, that success, despite the overwhelming odds, is a testament to the perseverance and resilience of people of African descent. When a community is consistently subjected to trauma, trauma becomes their culture.

The collection of PoBC anti-Black racism data

PoBC is doing what the province and the education system is not doing: collecting disaggregated anti-Black racism data. PoBC has two main methods of collecting information about anti-Black racism within the Ontario education system.

1. School Racism Reporting Tool

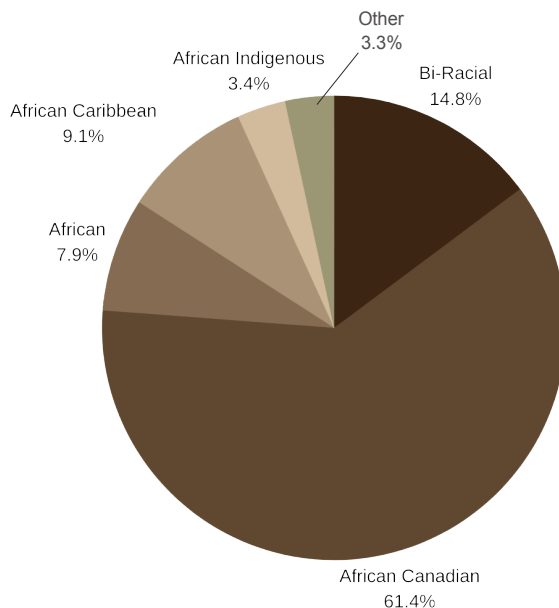
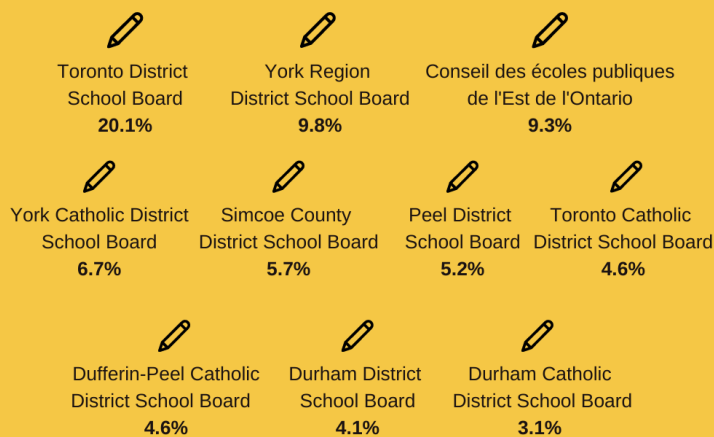
- The PoBC school racism reporting tool is designed to collect instances of anti-Black racism, while empowering students, parents, families, teachers, school board members, and others to report acts of anti-Black racism in their local school systems. This anonymous tool is intended for anyone within the public, Catholic, and private school boards to report incidents of racism perpetrated by students, colleagues, school staff, board trustees, and other executive-level board employees.
- A breakdown of the data collected through the School Racism Reporting Tool can be found in Appendix II: School Racism Reporting Tool Data Analysis.

2. Systems Navigation intake form

- The PoBC Systems Navigation service is a wraparound support service for families. When contacted, PoBC acts as an emergency first responder to advocate on behalf of Black children and families. In these cases, Parents of Black Children receives consent to keep a detailed record of each incident of anti-Black racism experienced by the victim(s). In the Appendix I: Summary of PoBC Provincial Cases is the detailed breakdown of incidents of anti-Black racism from PoBC's Racism Reporting Tool as well as from our Education System Navigation report. There are a number of ways that parents of Black children can connect to us for assistance:
 - Parents can refer themselves by visiting the website and completing the intake form.
 - Educators can refer parents, who will benefit from culturally responsive supports, relevant advice, and step-by-step guidance to manage issues in the education system.
 - Parents can be referred by community partners, including Black-focused, Black-led, and Black-serving (B3) organizations, Children's Aid Societies, police, and community health centres.
- Data collected through our intake form is used by the PoBC leadership team to advocate for all school board systems to formally report incidents of anti-Black racism. Our Systems Navigation team focuses on the resolution of the problem through a lens of accountability and sustainability. PoBC's goal is to effectively manage each situation so that no other child has to go through a similar experience and to ensure that the people within the system know how to respond when anti-Black racism happens again. Our overarching goal is always dismantling anti-Black racism and creating a path for transformational change.

The collection of PoBC anti-Black racism data

School boards we see the most cases from



How does your child identify?



50% of families report experiencing anti-Black racism



23% of families report experiencing issues in specialized programs



14% of families report their children are experiencing racist bullying



3% of families report that Individual Education Plans are not being followed/considered

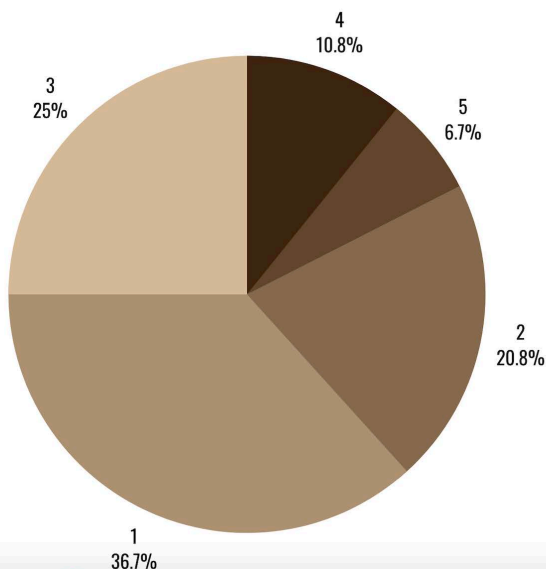


The collection of PoBC anti-Black racism data

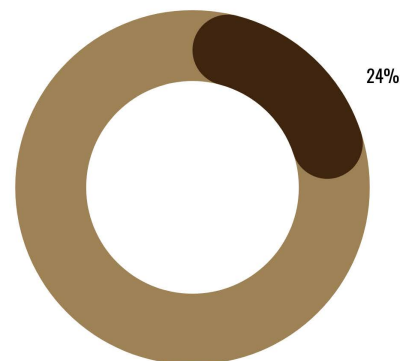
How confident do you feel navigating the education system?

1 = not confident at all

5= very confident



% of cases from Catholic school boards



We are seeing many of the more egregious instances of harm to Black students coming from Catholic Schools in Ontario.

Region to watch....



Halton Region

Combined PoBC cases from both Halton school boards total 3%.

Although the number of reported cases in Halton is low, PoBC has been called to support multiple families who have requested support from other agencies. PoBC has also been contacted by parents with children at both boards as well as a staff concerned about anti-Black racism.

Black parents within Halton Catholic District School Board have formed an affinity group to try and support each other due to the number of racist incidents they are facing.



Fighting for our children: The current issues

Racial abuse

- Black students are isolated and ostracized by teachers and students in their classrooms. Teachers separate Black students from their non-Black peers during class lessons, recess, and other times of the school day. We also see that non-Black students mimic the learned behaviours of white supremacy and oppression in their interactions with Black students. We have seen an alarming rate of non-Black students bullying and cyber-bullying their Black peers and Black children subjected to an overwhelming amount of emotional harm.

Lack of accountability

- There is a lack of accountability due to reporting not being mandated by the Ontario College of Teachers and other reporting bodies. Schools, school boards, and similar education systems are not required to record or keep track of acts of racism. This lack of accountability makes it challenging to enforce policies and procedures to counteract and protect Black students and teachers against anti-Black racism in the education system.

Shifting goal posts

- Black students are held to a higher standard of classroom conduct compared to their non-Black peers. We have seen cases where teachers and school staff blatantly choose not to extend the same amount of patience and understanding to Black students that they do to non-Black students. The minimization and dismissal of victimization of Black students have led to repeated harm and emotional violence towards Black students.

Weaponizing of Children's Aid Societies (CAS) and police against Black families

- Black families are reported to CAS at much higher rates than non-Black families. These families are reported with little to no evidence based on the most trivial allegations. The impact of the forceful involvement of child welfare services and police departments is traumatic and results in long-lasting feelings of vulnerability and insecurity amongst Black families.

Fighting for our children: The current issues (cont'd)

Use of racial slurs

- Repeated use of racial slurs meant to cause harm by educators, administrators, school board staff, and non-Black students, occur with little to no consequences and excuses offered. We have recognized repeated themes of vulnerability and insecurity amongst Black students and teachers due to the use of these slurs and the impacts they have on students' abilities to learn as well as educators' abilities to work.

Streaming of Black students from Kindergarten

- From the time that four- and five-year-olds walk into their local schools, the education system begins the process of streaming Black children into behavioural, remedial, and locally developed (below basic or general) programs. This streaming, or funneling, of Black children destroys their self-esteem and confidence and puts them on a trajectory of poorer educational outcomes. The system ensures that Black students are held to lower academic standards and they are not encouraged to realize their full potential. The teachers and school administrators then blame the children, not the system, for their low academic performance. The PoBC team has seen instances where Black students were streamed into courses well below their learning capabilities, imposing learning barriers and reinforcing power dynamics within the school environment that is comparable to white supremacy.



Supporting students through PoBC systems navigation

Systems navigation is building the capacity and knowledge of the education and adjacent systems by providing support and mentorship for Black parents dealing with the education system. The objective is to focus on developing community and connection while decreasing the stress on families navigating and coordinating their way through the system on their own. Systems navigation demands immediate restorative change, while other supports develop change over time through acquiring knowledge, skill levels, and attitudes on Black communities. With all of our supports working together, we will see an overall improvement of the behaviours, relationships, and leadership shown to Black children.

PoBC System Navigators are mediators between the community and the education system. The navigators use culturally tailored supports and language that help all parties work to resolve issues and support Black children.

Getting the help parents need: How systems navigation works

The work of System Navigators is to analyze power dynamics by identifying and unpacking oppressive policies and procedures that are found in school boards due to white supremacy, colonialism, and anti-Blackness. Systems Navigators are fully transparent, with parents knowing and understanding each step that's made to support their children. They create a safer space by prioritizing the voices of Black families, children, elders, LGBTQ2SQ+, and members of religious minority groups.

Systems Navigators work one-on-one with affected families and, on occasion, they work with other Student and Family Advocates across Ontario. While we work with Black communities, we recognize that Black children can be supported by parents from other communities. These non-Black family members are welcome and are required to first recognize their privilege and not discount the past and present experiences of the Black community.

Systems Navigation appreciates and respects all intersections of Blackness and by accepting, appreciating, and celebrating all facets of the Black experience, we will reach our goals of dismantling white supremacy, eradicating anti-Black racism, and creating equitable outcomes and environments for all Black children.

This service is available to Black families through numerous referral systems. Parents can refer themselves by visiting www.parentsofblackchildren.org and completing the intake form.

When does PoBC get involved?

Think SAFE

- **S**upport and consultation is needed when parents are experiencing challenges within the education system.
- **A**dvocacy and Africentric wraparound supports for parents of Black children experiencing concerns in the education system (this includes children who have one Black parent).
- **F**ree – Education is a human right, and equitable education is guaranteed in the UN Convention on the Rights of the Child, Article 28.
- **E**nable finding the right support, unpacking of anti-Black racism and help to deal with school administration, teachers, and board staff.

Identifying the need for System Navigation

Parents need the support of System Navigators because it is difficult to navigate the education system for many reasons, including anti-Black racism. As their parents may face anti-Blackness and microaggressions in the workplace, Black children face anti-Black racism in their classrooms. Anti-Black racism in the class may be seen in a number of ways, from blatant mistreatment of children to microaggressions that are hard to prove. Some examples include:

- Isolating a student due to common childlike behaviours
- Providing substandard education or no education at all
- Ignoring or not revisiting/reviewing IEPs
- Delaying the discussion of a child's educational needs until the last minute
- Ignoring a child's concerns in or outside of the classroom
- Refusing to address bullying or emotional harm to a student
- Using or allowing others to use the n-word or other slurs without punishment
- Ignoring when students say they are treated differently because of their race
- Singling students out for perceived cultural negatives. For example, asking 'why are Black people so violent?'
- Targeting students or families due to race
- Using gaslighting techniques, such as talking about parents' demeanour, to move attention away from the issues

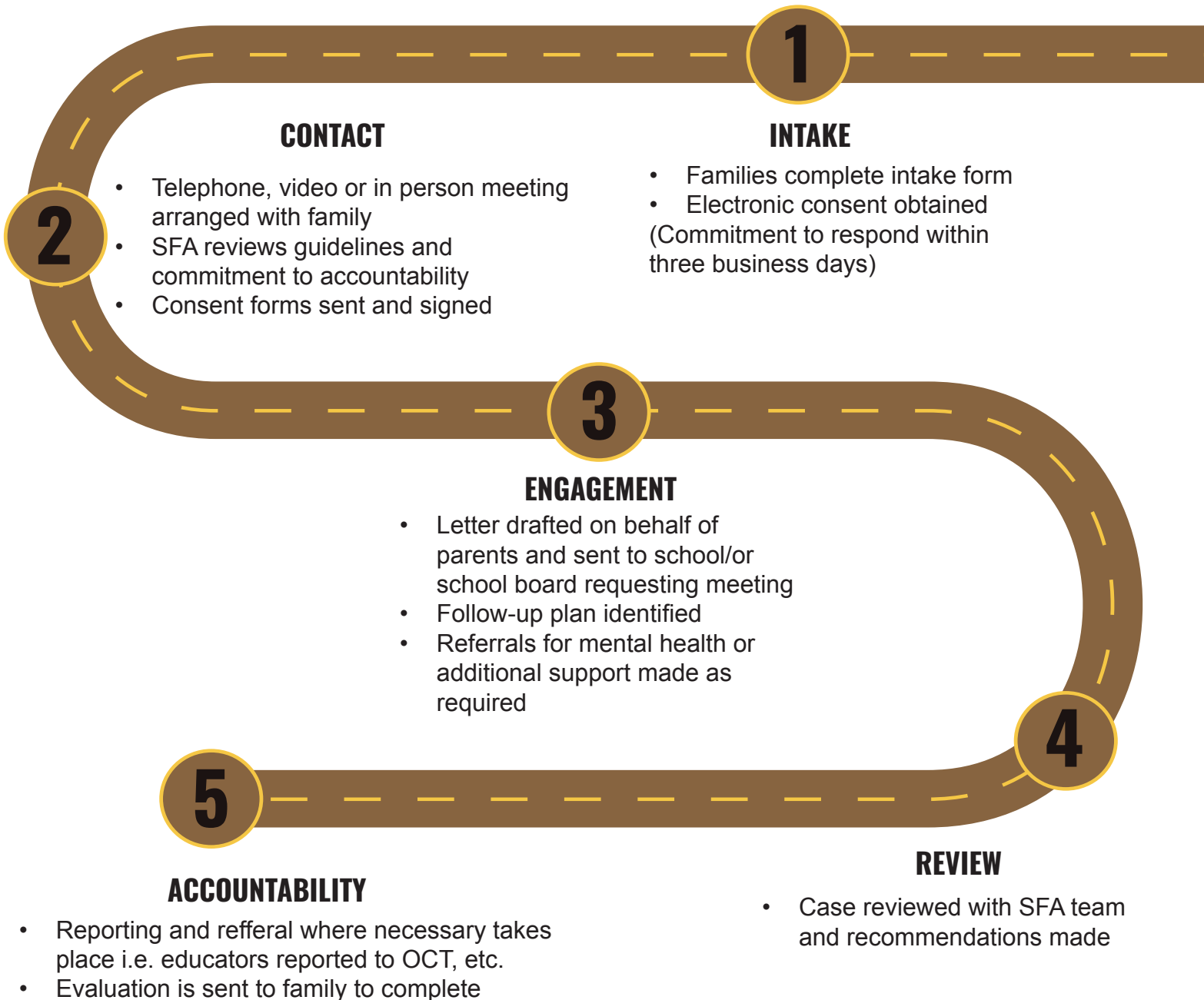
How the PoBC Roadmap to Education System Navigation works

Our System Navigation prioritizes identifying areas and experiences of racism, neglect, gaslighting, and systems abuse of Black students and families during interaction with the education system.

Step 1	After identifying the areas of anti-Black racism, we contact the caregivers and service providers responsible such as schools, school boards, Children's Aid Societies (CAS), Ontario College of Teachers (OCT), Early Childhood Education (ECE), Human Rights Tribunal of Ontario, Educational Ombudsman of Ontario, Office of the Independent Police Review Directors, and any other required organization.
Step 2	<p>We draft a letter on behalf of the student, parent or family and send it to the school/ school board requesting a meeting as soon as possible. Due to the levels of vulnerability, harm and trauma involved within the education system, we treat each case as an emergency.</p> <ul style="list-style-type: none"> It is important that all service providers and education stakeholders treat all cases of anti-Black racism as an emergency.
Step 3	<p>We identify follow-up plans and establish what is necessary to provide sustainable resolutions for Black students and families. Whenever we make a demand, we focus on ensuring a client-focused approach while emphasizing the need to have procedures and tools to combat anti-Black racism. This includes inquiring about the existence of racism reporting tools for schools, school boards, and adjacent systems.</p> <p>We ask if any team leads or staff has reported this or any other specific incidences of racism and if the tool is only for internal reporting or if it can be used by members of the community outside of the school.</p>

Worrying about making people within the system uncomfortable as we pursue racial equity isn't our priority. The priority is to obtain successful outcomes for our clients and communities, as well as seeing systemic improvements for Black students and their families.

PoBC Roadmap to Education System Navigation



Case Study #1

Background

- School Board: Halton District School Board and Halton Catholic School Board
- Systems Implicated: Education, Child Welfare, Police
- Child(ren)'s Age(s): Primary age Black boy and Black girl
- Family Ethnicity: West African

A young Black boy with immigrant parents was subjected to anti-Black racist policies and procedures and was treated in a racially biased manner.

From his arrival, the family experienced what they now know as sustained targeting of their Black children in the education system.

When still in Kindergarten, the boy was diagnosed with a speech delay. His speech therapy sessions were approved at the first school he attended but, when the student changed schools, there were no follow-ups. The second school did not move forward with the approval and the child's family was forced to pay out of pocket to ensure that their child received the necessary interventions.

At the start of school, the family was also inundated with calls and messages of concern from teachers about their son. The school called the child's mother at work several times to tell her she needed to pick up her son from school immediately, with a specific time given. For example, the child's mother was informed that she would have to drop her son off at 8 am and pick him up by 11 am. The parents were also told, multiple times, to not bring their child to school. These demands resulted in unprecedented pressure, stress, and trauma for the parents.

In these instances, the Children's Aid Society (CAS) was wielded as a weapon, with threats to call them if the mother did not pick her child up or if she brought him to school. As a result, his mother was forced to stop working.

For the mildest or slightest altercation, this young Black child would often be sent out of class by his teacher, being left to roam the halls for hours. While still under the age of 10, this child was labelled as a "threat to the school" and was mistreated by school administrators and teachers. The child's father noted that on a school trip, other students bullied his son and the bullying went unaddressed by school staff. Not only was this child experiencing harsh treatment from school staff, but he was also being bullied by his peers. The acceptance of harassment of a Black child highlights the anti-Blackness that exists in schools and within school systems, showing how little is done to address and dismantle racism in schools.

Non-racialized children are learning to imitate the same blatant and subliminal behaviours of anti-Black racism from the lack of accountability.

By the time the student was in second grade, he had begun to feel “invisible” in his class by his teacher and classmates. He often shared with his parents how his teacher would see his hand raised in class and purposely ignore him. Even when he would try to engage in class, he was intentionally left out of the group. He was not allowed to attend music class or go into the library with his classmates most of the time.

In 2019, the school advised the child's parents to medicate him for what they diagnosed as Attention-Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD). The parents agreed to take their child to the doctor to confirm the diagnosis and meet the school's request. The school did not believe the student was on medication and wanted proof he was seeing a pediatric doctor. The parents were then told to book an appointment with their family doctor. On the day of the doctor's appointment, a school staff member followed the family to ensure that they went.

The Children's Aid Society was weaponized against this family: CAS received a call regarding the family's daughter and a referral was made to the agency, which was alarming enough for a social worker to attend the girl's school. After the social worker spoke with the young girl, she consulted Halton Region Police Service, who informed her that there were no grounds for an investigation.

Not satisfied, the social worker decided to interview the girl's brother—a child with speech issues and challenges—at school. He was interrogated until he started to make questionable statements. Due to this, the child went home troubled and traumatized from the experience. After coercing a response from the family's son, the social worker consulted with the police and, at that point, the Halton Regional Police Service agreed to be involved.

PoBC's Reponse

1. Family Connection

On March 17, 2021, the family of this Black child contacted PoBC to schedule an over-the-phone consultation. After being called to the police station, the child's mother contacted PoBC again as the family prepared to go for the interrogation and successfully spoke to one of our System Navigators. The case was escalated due to the extremity of the family having to provide statements and meet with law enforcement.

2. Connection with Community

PoBC immediately planned a conference call with the family involving multiple team members and community partners. PoBC recruited the ANCHOR Coalition to send a clear message to the school board, CAS, and police that the community was united on behalf of the family.

3. Transparent Communication Across Sectors

A letter outlining the targeting of the family and clear instances of systems abuse was sent to the Minister of Education, school board director, and superintendents, Ontario Association of Children's Aid Societies (OACAS) - One Vision One Voice, Halton Children's Aid Society, and Equity Team, and Halton Regional Police Service where interviews were set to take place. PoBC and ANCHOR worked in unison to provide all-around support and meet parents at the police station during interrogations.

4. Resources

During this case, PoBC, ANCHOR and One Vision One Voice (Halton representative) provided physical and emotional support to the family at the police station as the mother and her children participated in a police forensic interview. Black-centred mental health supports were provided to the family after being targeted by the school and, subsequently, Halton CAS and Halton Regional Police Service.



Case Study #2

Background

- School Board: Simcoe District School Board
- Systems Implicated: Education, Child Welfare, Police
- Child(ren)'s Age(s): 13-year-old
- Family Ethnicity: Mixed-Race Black

In September 2021, a 13-year-old Black girl found a picture of a noose in her backpack. The students responsible at Forest Hill Primary School also changed "B" in the acronym Black Lives Matter (BLM) to an insignificant phrase "bologna." Students around the school also constantly commented negatively about Black Lives Matter, inquired about her race, questioned her race, and mocked her due to her skin colour. On numerous occasions, this young girl would constantly hear other students using the n-word around her, type the n-word as a derogatory term towards her, and repeatedly use the phrase "All Lives Matter" to her. Students would go as far as to purposely call this Black girl "Shaniqua," which is one of many stereotypical names used to negatively characterize Black girls and women.

Still in September, the Black student told her mother that a boy spent the day in the office for sending her the n-word in a text message. After becoming aware of the incident, the Black child's mother decided to meet with Forest Hill Primary School's principal and vice-principal. The student responsible for the n-word text was given an "in-school suspension." The student spent the day in the office and had to read a Harvard essay on the n-word. He was forced to write an apology to the victim.

After being exposed and subjected to experiencing such a blatant act of anti-Black racism, the Black student was forced to sit in a space with the student responsible for the hate crime to show her "acceptance" of the apology. The principal spent an hour with the victimized Black student, tasking her with teaching the student responsible for the hate crime about the meaning of the n-word and changing his behaviour.

There was no consideration for the impact of this situation on the Black child. The mother of the Black student was not informed by the school and was told about the incident by her daughter. After hearing this story from her daughter, the mother requested another meeting and kept detailed notes. At one point in the meeting, the principal admitted she was not knowledgeable and asked the harassed child's mother to educate her. The meeting clearly showed the privilege, ignorance, and lack of understanding of the matter as there was still no concern for the victim.

A month later, the Black child's mother received a voice message from the school's principal stating there was another incident, this one involving cyberbullying in which her daughter was targeted. A peer of the Black girl reported what some of the messages were in the cyberbullying incident:

"I am going to rape that n-word."

*"I'd rather f*** a deformed Jew."*

The daughter also showed her mom a note that was left on her desk stating:

"Shut up I'll rape you in the bathroom."

The Black girl later reported multiple notes, but she threw them out in "fear and embarrassment," however, the note of someone raping her in the bathroom is the first note she showed her mother.

In October, the superintendent called the Black girl's mother and informed her that two of the boys who were suspended showed up at school and were permitted in class. It was not until lunchtime that the school noticed the two boys violated their suspension, after which their parents were called, and the boys were sent home. The school has provided no explanation as to how these two boys' presence on school grounds and attendance in class was missed; once again demonstrating their incompetence and lack of ability to keep this Black child safe at school.

PoBC's Reponse

1. Family Connection

The family reached out to PoBC by email. Upon receiving the email, PoBC contacted the family to schedule a phone call to discuss the case in detail. This case was able to be triaged; however, based on the school's inaction, school board and local authorities, as time progressed, this case became an emergency.

2. Connection with Community

After reviewing the case, PoBC instructed the mother to contact the police over the hate notes. The notes of intention to rape and kill the 13-year-old Black child were then shared with the public. As the case was brought to the public's attention, more reports of anti-Black racism came forth from community members living in Simcoe County.

3. Transparent Communication Across Sectors

A letter was sent with a clear message to the school board's Director of Education and the Children's Aid Society of Simcoe County highlighting the release of evidence concerning the hate crimes that have impacted this mother and her daughter. The letter also mentioned the influx and outpouring of complaints of anti-Black racism events within multiple schools within the region. Simcoe CAS started an investigation into the school and principal. PoBC requested a meeting with the leadership teams of the Minister and Deputy Minister of Education.

4. Presence

PoBC was able to support this family virtually throughout this case. The Minister of Education hosted a Zoom session with Black students to learn about their exposure to anti-Black racism in their educational experience. Many Simcoe County students were in attendance. A rally was held at the Simcoe County District School Board office, bringing more awareness to the issue of anti-Black racism within the region.

5. Status

The police are still "investigating" the notes threatening rape and murder of this young Black student. This investigation had been going on for more than a month. The principal, as well as the students' teacher, were removed from the school. The 13-year-old Black girl has been attending therapy sessions to cope with the anxiety that has developed since experiencing these acts of anti-Black racism at school.

6. Outcomes

A community group modelled after PoBC was established in Simcoe County to help other Black families and Black students combat anti-Black racism within the area. The child's mother did interviews with CBC's The National and The Toronto Star about their family's experience.

Case Study #3

Background

- School Board: Conseil des écoles publiques de l'Est de l'Ontario (CEPEO)
- Systems Implicated: Education, Child Welfare, Police
- Child(ren)'s Age(s): Primary School to Secondary School-Aged Children
- Family Ethnicity: Various Newcomer and Minority Groups

A family first contacted the PoBC System Navigation team about experiencing systemic problems in their Ottawa area school. Our team members and partnering organizations counselled and attended municipal meetings with the family. Shortly after, several other families came forth. With the increase of cases within the same community, it became clear that these families were victims of anti-Black racism. PoBC team members recognized that there was a level of anxiety and a deep sense of distress as these families were subjected to witnessing their children being academically streamed. Their children were not being challenged academically or receiving the quality education that is their right.

Specialized programs are being used as tools to create barriers between racialized families and other students in the community. This school was giving French homework and assignments that did not challenge students whose first language is French. Students were being streamed into programs that were below their abilities and provided with individual education plans (IEPs) without any evidence that the IEPs were required for these particular students. In some cases, students had not been in the school system long enough for information to accumulate to warrant an IEP.

The common factor with all these families involved was their ethnicity and race. These families and parents were not informed when their children were being moved to less challenging courses, or of the impact on their children due to taking less challenging courses.

For example, various students are advised to switch over to applied courses versus remaining in academic classes. The families of these students were asked to encourage students to switch over to applied courses. The school staff neglected to tell these students and their families that switching to applied courses makes them unable to attend university when pursuing post-secondary education. In this example, it is clear that the level of omission and neglect existing between school staff and racialized families and students reinforces systemic barriers in the Black community.

In another example, most families in the area were not informed when their children were switched to lower-level courses. Schools and school staff can switch Black students to lower-level classes without parental consent because the curriculum remained the same, although it was less challenging. Children were removed from the classroom for particular lessons, causing them to fall behind the rest of their peers. This type of streaming has taken place for years and significantly impacts the Black community. The continuation of such practices, done under the notion that it is in the child's best interest, harms the future of the Black community.

These families are judged based on their appearance and not their academics, which attests to the systemic abuse and systemic racism in the Ottawa region. Black students have the right to education, and Black families have the right to be involved in every decision made in their children's interest. Creating barriers to hinder and stop Black children from reaching their fullest potential is a harmful and unacceptable offence towards the Black community. The trauma amongst the Black community is a direct result of neglect and injustice against the Black community.

PoBC's Reponse

1. Family Connection

A family first contacted the PoBC System Navigation team about experiencing academic streaming in the Ottawa region.

2. Connection with Community

PoBC immediately planned a conference call with the family involving multiple PoBC team members, Student and Family Advocates (SFA), and community partners.

3. Transparent Communication Across Sectors

A letter outlining the targeting of the family and clear instances of systems abuse was sent to the PoBC, Student and Family Advocates and community partners worked together to provide comprehensive support for all families and students involve

4. Presence

POBC organized and met with the Directors of Education within the Ottawa Region. POBC also enaged with other Student and Family Advocates within the Ottawa region to provide as much physical support for the families impacted.

5. Status

POBC has contacted the media and the Black Legal Action Centre (BLAC) to document the stories and statements of the families impacted. POBC has collected and documented Victim Impact Statements of all of the families. There has been three meetings with the school board, all of which have made little progress to provide support and adequate reparations to the families. BLAC will meet with the families to determine if an individual or a joint Human Rights complaint is needed. POBC continues to garner support to get justice for all students and families impacted.

6. Outcomes

This case study is ongoing. There are no confirmed outcomes.

Appendix I: Summary of PoBC Provincial Cases

*The timespan for the cases collected range from September 2020 - January 2022

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Algoma District School Board

Number of cases: 2

FE A white boy was seen bullying a Black student throughout the school year. The teacher dismissed the white student's behaviour as typical and to be expected from them and told the Black student to ignore it.

GE AA[æãÁ{] [^^^ reported being denied promotion or career advancement due to their advocacy of anti-Black racism and has been discriminated against based on race/ethnicity.

Algonquin and Lakeshore Catholic DSB

Number of cases: 5

1. The school was not participating in Black History Month due to a lack of lesson plans and resources from the school board. Parents offered materials and resources to supplement the school but they were not acknowledged by the principal.
2. The debate over the use of the book *To Kill a Mockingbird* ensued at a high school. One teacher sent articles celebrating systematic racism deniers, unsolicited surveys, and videos to other staff members that were in line with his views that the text should be used. Teachers have not raised this issue with their union or the school board due to a lack of faith that they will respond appropriately.
3. A white student had reportedly bullied another Black student for years. The white student claims to have been bitten by the Black student, resulting in the suspension of the Black student. The suspension was extended at the request of the white student's mother. The mother of the Black student inevitably made the choice to remove her child from the school.
4. There is ongoing racial tension between the white students of a school and the Black and Asian students. The staff request the creation of anti-white racism and anti-Asian racism tools.
5. Elementary school teachers state that because of a young Black boy's behavioural issues he would not make it far, and might not even get to high school. They then suggest that he may be able to "do something" with his basketball skills. The teachers' comments were reported but the Supervisor made excuses for their behaviour and they received no consequences.

Appendix I: Summary of PoBC Provincial Cases

Bluewater District School Board

Number of cases: 3

1. Parents sent an email stating that they were upset that their children were being taught too much about anti-Black racism during Black History Month and remarked that “these people”, in reference to Black Canadians, need to make a better life for themselves.
2. Black boys were treated badly and physically assaulted by a school employee. When the abuse was brought to the school's attention the principal told the parents that their children were lying about the abuse. No action was taken by the board and parents escalated the issue to the Ontario Human Rights Commission.
3. A school board employee saw racist interactions in a school. They believe the unions are racist, so they feel no need to report the incident.

Brant Haldimand Norfolk Catholic District School Board

Number of cases: 2

1. A white student demonstrates a lack of knowledge surrounding racism and anti-Black racism, reporting that the Black students were being racist for refusing to play with the white student. The white student did not report to the school for fear of “cancel culture”.
2. Racist bullying between students is not being appropriately dealt with. Incidents are rarely reported as staff do not have faith anything productive will come of it.

Bruce-Grey Catholic District School Board

Number of cases: 6

1. When discussing an incident that transpired between two students, the principal used the “n-word” to describe a student.
2. Teachers witnessed a Black student being surrounded by white students after school on school property and neglected to intervene. The parents of the Black child were notified after the fact and asked to find out details of the incident from their child.
3. Racial slurs are repeatedly hurled at a board employee. When the board employee talked to supervisors they were berated.

Appendix I: Summary of PoBC Provincial Cases

4. A board employee witnessed a Black child being reprimanded for asking their teacher a question about the lesson. The student was then pulled out of class and further reprimanded by administration. The student returned to class looking defeated and put his head down on his desk for the remainder of the class.
5. In a conversation, a board employee and the administrator began talking about their families. The board employee was asked if their family member was a drug dealer.
6. The board employee witnessed an angry parent yell, "Go back to Jamaica," at a teacher.

CDSB of Eastern Ontario

Number of cases: 2

1. The principal stated that the student's "better half" must have stayed home that day.
2. School board staff reported racist bullying incidents between students that are not being appropriately dealt with. Anti-Black actions/comments were perpetrated by a teacher towards a colleague, as well as anti-Black actions/comments perpetrated by a board employee towards a staff member.

CHEO SA

Number of cases: 1

1. A teacher was discussing American History and a student raised concerns that history written by white people is anti-Black. A white student stated that they had built this nation, yet they are treated differently while Black people get all the credit. The student was not reprimanded and the issue was never escalated. They have refused to escalate this incident for fear of reprisal and lack of faith that the board will respond appropriately.

CSD du Nord-Est de l'Ontario

Number of cases: 1

1. The teacher reported racist bullying between students that were not being appropriately dealt with. They believe that there is a need for anti-discrimination laws that prevent unnecessary discomfort in their school environment.

Appendix I: Summary of PoBC Provincial Cases

CSDC Franco-Nord

Number of cases: 1

1. A physical fight occurred between a white student and a student of colour. In an attempt to break up the fight, the board employee was thrown to the floor by the white student. Police were called and the board employee told that they needed to behave more like the white teachers at the school.

Dufferin-Peel Catholic DSB

Number of cases: 2

1. A Black teenage student with exceptionalities is alleged to have a weapon in his backpack. Police are called and the student is chased and tasered. Had proper lockdown protocols been initiated, it is believed that the situation would not have escalated and the student's dignity and safety could have been maintained.
2. A white student repeatedly asks a Black student for the "n-word" pass and is refused, so the white student uses a French equivalent. The Black student then reports the incident to a caring adult who notifies the school. The white student is asked to apologize, however, the parents of the Black students feel that there should be more consequences.

Durham District School Board

Number of cases: 7

1. A board employee was called the "n-word" by a parent. It was not reported because the employee does not believe the union has sufficient knowledge of anti-Black racism to respond appropriately.
2. A board employee spotted and approached a colleague outside of work. The colleague informed the employee that they don't want to waste their time talking to a "fat abo" (slur for Aboriginal). The interaction was not reported due to a lack of faith that the union has sufficient knowledge of anti-Black and anti-Indigenous racism to respond appropriately.
3. A parent insists that a teacher made a false claim to the Children's Aid Society. The teacher claimed that the parent was notified and spoken to about their daughter's mental health on multiple occasions but the parent had taken no action. The teacher had not previously contacted or notified the parent regarding any concerns.
4. A student is always being streamed out of academic-level courses by the guidance counselor even though she is an Ontario Scholar.

Appendix I: Summary of PoBC Provincial Cases

5. A young student is being academically held back by the school. The student is capable of working several grade levels ahead and the gifted test was requested by the parents before she arrived at her new school. Parents were told that testing was on hold indefinitely despite all other boards offering the service.
6. A student is having a difficult time in school. The parents requested an educational assessment while his teacher requested an ADHD test. The student is tested at an external source however the school will not accept the assessment results. The parents requested an IEP for their child but it has not been instilled by teachers yet.
7. A student has been unduly yelled at during online class for wanting to share something with their teacher. The parents want the teacher to develop more of a nurturing relationship with the student but are met with the retort that the student has exceptionalities.

Durham Catholic District School Board

Number of cases: 6

1. A Black student wrote a tribute to his late grandmother as a yearbook quote. The student was bullied in his yearbook with racist comments towards his grandmother.
2. A student completed a psychological assessment and was told that the assessment results would not be shared with the school without the consent of the parents. Parents received a call from the school stating they have the test results and wanted to meet with them to discuss it. The family had never consented to give the school access to the results and were appalled that the school received information before the parents.
3. Community members have taken it upon themselves to bring together parents to develop and support another community organization to develop a strategy/action plan to hold the Durham Catholic District School board accountable for the needs of their children.
4. A Black student was bullied and physically abused three times by a white student who initiated the confrontation and told the Black student that he does not like Black people. The parents ask the principal to suspend the bully, which did not occur until the third incident. The principal does not believe these incidents are racially motivated which makes the parents feel that the principal does not want to take their child's reports seriously.
5. Parents state that their child has been racially profiled by the school for years and continues to be bullied, intimidated, and assaulted by teachers. The school has forged documents to obtain the child's medical information. Parents have sought help through their MPP and Children's Aid.

Appendix I: Summary of PoBC Provincial Cases

6. The “n-word” was used in class on multiple occasions. The teacher also used the slur in an attempt to explain the offensiveness of the word. When a Black student pointed out that the use of the word to explain the history is not appropriate, they were scolded by the teacher.

Grand Erie DSB

Number of cases: 1

1. A teacher reported that they experience racism on many levels. No exact example was provided.

Greater Essex County DSB

Number of cases: 1

1. Racism towards an individual is being experienced on many levels. No exact example was provided.

Halton District School Board

Number of cases: 4

1. An ongoing issue of systemic racism and anti-Black racism from guidance staff at a high school is known to the board but nothing has been done to address the issue. Many racialized students have come forward with similar experiences about streaming, racist language, etc. The board is refusing to acknowledge that they are investigating specific staff members and the broader problem. Students have been accused by staff of “playing the race card”.
2. A student is being accused of many infractions that the parents find impossible to logically explain. The student is questioned alone without parents present and has been constantly sent out of school and out of the classroom.
3. Two students were moved to the gifted program and had behaviour plans created for minor issues that could be easily addressed by updating their IEP. The students are not aggressive or violent and parents want the school to update their IEPs and remove behaviour plans from their Ontario Student Record.
4. A Black student placed in an all-white class has experienced exclusion, bullying and has been called the “n-word” repeatedly. The parents wish to move the student out of the classroom but were told by the principal and vice-principal that this was an opportunity for their child to learn resiliency and refused their request.

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Halton Catholic DSB

Number of cases: 2

1. A teacher said the "n-word" in class and is still working at the school. Staff doesn't have any faith that the administration or the board will do anything about it and is concerned that by raising the issue it will impact their career. Several other staff members have reported the issue as well.
2. The student guidance counsellor has made a student feel very uncomfortable and insecure about herself. No specifics were given.

Hamilton-Wentworth DCB

Number of cases: 1

1. It was reported that the individual has experienced racism on many levels. No exact example was provided.

Limestone District School Board

Number of cases: 1

1. A student in a specialized program believes that they are having their academic career sabotaged by a teacher. The teacher is believed to have interfered with the evaluation process of the student, removed her from multiple required classes. The issue has been taken to the school board however they seem to be siding with the teacher.

London District Catholic School Board

Number of cases: 1

1. It was reported that racism is experienced on several levels. They didn't report because they don't believe the union has sufficient knowledge of anti-Black racism to respond appropriately.

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Moose Factory Island DSAB

Number of cases: 2

1. The board employee reported racist slurs directed towards them by a senior school board leader.
2. Black students at a school have been disproportionately harassed. Upon enforcement of a new anti-racism policy, a teacher raised an issue, citing that the Black students were now getting unequal and unfair treatment and that they (the teacher) didn't understand the need for the new anti-racism solutions.

Near North District School Board

Number of cases: 1

1. There is a history of severe racism faced by a student and there are no racialized members on the school Equity Committee except for two Indigenous members. There was also an appropriation of Black Lives Matter for the staff newsletter, "Near North Matters," despite repeated requests for the title to change by multiple staff members. A parent has successfully lobbied for suspensions and expulsion for anti-Black racism but has been unsuccessful in getting restorative practices and anti-racism professional development and curriculum to be prioritized by the board.

Niagara Catholic District School Board

Number of cases: 1

1. A Black student in Kindergarten was bullied and subjected to anti-Black racist remarks from other students. When the parents reported this to the school, very little was done to make the student feel safe and included.

Niagara District School Board

Number of cases: 1

1. A child was called a racist term by other students on the bus home from school and it was ignored by the bus driver. After reporting to the principal, the parent was assured the bus driver would be reprimanded but wasn't given specifics on how or when.

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Peel District School Board

Number of cases: 5

1. A teacher asked their supervisor why there were so many Black-related stories, events and activities during the time of Black History Month, and asked why there aren't events surrounding other cultures or groups. The supervisor replied that the Black community is "yelling" the loudest.
2. A mother with four children requested a device after one of the family's personal devices broke. The mother's request was denied.
3. An intruder to the online classroom said the "n-word" in the chat and then left. The teacher did not address the use of the word but reminded the students not to share the meeting codes with others. The incident was not reported to the principal or school by the teacher and no action has been taken since the parent reported it.
4. A group of students found a TikTok Challenge involving the "n-word" and the slur was used by an Asian student. One Black student of the group told them they cannot say that word and an Asian student said the word and asked what it meant. The teacher did not know how to handle the situation and instead asked the Black child how he would like her to handle it. The student's parent sent an email to the principal requesting a meeting and received a phone call instead.
5. At recess, a white classmate said to a Black student that the other Black girl in the class is the "n-word in the class." The Black student reported it to the supervisor. The family is not confident that the school will deal with it appropriately.

Rainbow District School Board

Number of cases: 3

1. The school employee stated how painful the racism is for them, and they thought that it happened too long ago for them to report. They also state that they didn't report it because they don't have faith that anything will happen.
2. Senior board staff have been refusing to deal with complaints properly. Efforts to improve the board are viewed as a facade, such as conducting a student census but not sharing the results. There is a lot of pressure on Black principals and staff to make up for the lack of equitable policies, and staff wonder why the latest equity consultant was let go.
3. White students used social media to a social media post images of themselves wearing Afro wigs for Crazy Hair Day at school. School administration did nothing.

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Renfrew County Catholic DSB

Number of cases: 1

1. There are reports of racist bullying between students that were not being appropriately dealt with, as well as anti-Black classroom activities and assignments. The board employee feels that they are being denied promotions, hiring, movement, or career advancement due to their advocacy against anti-Black racism.

Renfrew County District School Board

Number of cases: 1

1. A principal welcomed a new Black student to the school by putting on a 'gangsta' accent, and telling the student he can't act like a gangsta in this school. The principal was moved to another school as a reprimand.

Simcoe County District School Board

Number of cases: 14

1. There have been a string of traumatic incidents for racialized teachers, including an incident where a principal called a teacher out into the hallway and proceeded to yell at them for 15 minutes.
2. An anti-racist and anti-oppressive focused educator was told to send all lessons plans related to social justice issues to the administrative team before implementing them in the classroom, so they could be examined and approved by the white administrator.
3. Students in a class called another student the "n-word" and were suspended for one day, but returned to class with no restorative actions put in place. The administrative team said they would talk to the class about respect, responsibility and how to behave, but refused to address racism.
4. Two Black boys were overheard by a teacher saying the "n-word" and were suspended for five days in accordance with the school's "zero-tolerance" policy. An all-white administrative team made the decision despite limited knowledge of why, how, or in what context the boys were using the word. The white principal also has a history of using his position to make many students feel like their voice (literally) is unwelcome, unwanted, disrespected, and inferior in the school they attend.
5. A senior level board employee regularly makes racist micro-aggressive and anti-Indigenous comments, however, they hold a lot of power within the board making it difficult for other employees to call them out or make a complaint against them.

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6. A young Afro-Latinx child was told by the administrator that their opinion did not matter in regards to implementing a gender-neutral bathroom specifically for students of colour. The administrator was inappropriate towards the child, asking them questions about their genitalia. An apology was made by the administrator to the child.
7. Indigenous students were being dropped off at the school an hour early with no supervision and after school were being driven to their drop-off location at the ferry docks an hour early and left again unsupervised. Concern has been raised that at the drop off location, students are at risk of being harmed, abducted, or becoming victims of sex trafficking.
8. Tensions between an older white staff member and a Caribbean staff member were rising. A colleague suggested that the Caribbean staff member was "Too [Caribbean]" and they should tone it down if they wanted to fit in better. Shortly after the Caribbean staff member was let go and their part-time contract was not renewed.
9. There is an ongoing issue of racist language and slurs being used by white students. There have been many instances of racism, use of the "n-word", micro-aggressions and racial bias within the school but no actions have been made to address the present environment at the school. No tangible actions have been implemented after meetings with the school board.
10. At a special education centre, during an oral presentation about women's rights by one of the students, a school employee turned to one of the Black girls in the room and asked her if she would've liked to be a slave back then. There has been no response to address this incident from the school or the board.
11. A Black student has been left traumatized due to mistreatment from his time at a school from junior kindergarten to the first grade. In grade one he was isolated from his peers and denied his right to education, spending the months at a time confined to a 4x4 cubicle space. He has since moved schools but is still traumatized from the experience.
12. Parents find the school to be understaffed and disorganized. The administration is attempting to push valuable staff out due to their anti-racist and Black equality focus.
13. A Black student has faced ongoing issues since senior kindergarten. Most recently the student was reprimanded for a comment he made by being asked to sit outside of the classroom for the day. The teacher does not offer constructive conversations about behaviour and no alternative options were offered.
14. A group of high school students are known bullies at their school, known for picking fights, recording them and posting them online. They were recorded in a physical altercation with a new Caribbean student who they have been regularly bullying at school. The police and administrator are aware of these incidents but have done little to nothing to stop them.

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St-Clair Catholic District School Board

Number of cases: 1

1. A student repeatedly wrote the “n-word” in the bathrooms of the school. Staff members are asking for a police investigation to take place at the school but are being ignored. They have reached out to their union but have received no response.

Toronto Catholic District School Board

Number of cases: 14

1. A white student has been bullying a Black student. Teachers are not taking action and have told the Black student to just ignore it. When the bullying continues and turns physical the staff at the school do not seem to care.
2. A teacher bullied, belittled, embarrassed, and reprimanded a Black student and his mother in the hall in front of other students.
3. Administration arbitrarily punishes Black students for indiscretions other students do not get reprimanded for. Many racialized parents have removed their children from the school due to poor treatment, as a result, the school is much less diverse than its surrounding community.
4. A visiting teacher spoke at the general meeting stating that the school is of poor quality and not a good working environment due to the lack of white students. No reaction was given by the administration to condone these comments and the meeting continued as if nothing happened.
5. Several racist incidents have been experienced at the board. The union head has been contacted but has not prioritized the incidents.
6. The principal called a teacher (who isn't Black) an “n-word”, and then went on a rant to the kids about “n-words in cotton fields.”
7. The teacher reported there was a rape, but they did not report it to the school board, or the union.
8. An intruder entered an online classroom and repeatedly used racial slurs in the chat and then left. Parents and administration were notified of the incident and the administration was able to identify the IP address to identify the intruder. The teacher received a written apology from the intruder who was a high school student in the same school district. This is not the first time the teacher or students of this class have been racially discriminated against, and so the teacher feels that the school board is too slow in rolling out changes and consequences.
9. A school trustee used a negative, stereotypical nickname to refer to a school. Board staff was informed however the witness present when the statement was made is unwilling to move forward with a complaint.

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10. A Black History Month performance was unexpectedly cancelled by the school administrative team stating it was inappropriate due to song choice, costume choice, etc. The students were left shocked as the teacher who was supervising the performance had flagged none of these concerns during the planning process. Parents' concerns and suggestions to have more Black staff members and to have staff training to mitigate further issues are being dismissed.
11. A student was removed from their class to create a grade 7/8 split class. The parents inquired about the selection process for this transition and asked if their child could be returned to her original teacher due to the child's issues with change, anxiety and overall mental health. The request was refused by the principal and it was later revealed that other racialized students were also moved. Multiple efforts to rectify the issue with the school administrators and the board have been ineffective.
12. A student with behavioural and emotional anxieties has had law enforcement called multiple times and has been placed in a socially isolated classroom. The parents do not fully understand their child's IEP and they require a review of the support plan and IEP.
13. The community members would like to learn how to support Black families in their schools. They have had families voice their concerns, but they do not know how to support them.
14. During a verbal dispute, a white student with autism called a Black student the "n-word". Both students were interviewed by the principal separately to get their side of the story but very little disciplinary action will come of it since the white student is on the autism spectrum. The parents were not notified of the dispute.

Toronto District School Board

Number of cases: 24

1. A group of Black students were calling an Asian student racial slurs.
2. An autistic and gifted student is having a difficult time with the current classroom environment. Parents are looking to change schools to a smaller setting for in-person learning.
3. A fifth-grade student appears to be depressed in virtual learning. Concern was raised about the teacher not using the video feature however administration has not responded with any urgency. Administrators are unable to provide solutions to enhance virtual learning and only offered a return to in-person school as an alternative option.
4. A student with an ADHD diagnosis is experiencing anti-Black racism and bias from a teacher. The teacher disregards the ADHD diagnosis along with recommendations given by colleagues or the student's psychotherapist on how best to manage their behaviour. The student's desk is isolated from the rest of the class. Other teachers in the school recognize the student's positive abilities in other classrooms but the teacher has nothing good to say about the student. The family has also endured ongoing anti-Black racism from the administration. An official investigation of the family's complaints is ongoing.

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5. Two male students have had to endure different negative racist attitudes from teachers and peers.
6. Struggling with the pandemic and juggling online school.
7. A male student has been called racist names by classmates and has been bullied.
8. A parent reported that they required assistance. No details were given.
9. A teacher attempted to whitewash a history lesson regarding Ancient Egyptians. Parents want the school to address the misinformation, and for the lesson to be retaught so that both the teacher and the children can be made aware of the errors and statements made.
10. It was reported that a white affluent school council member racially targeted both a parent and a child. The superintendent and the principal were informed and they have met with the school council member, however, nothing has been done to address the safety needs of the parent and child.
11. A student was diagnosed with ASD, parents are looking for more information and help to advocate for their child to be placed in an autism classroom, however, they have been met by resistance and have been given the run-around.
12. The parent is requesting professional counsel, with expertise in racism/bias/discrimination in the education system and in society, in regards to peacefully sorting out the conflict between themselves and the other parent in choosing the correct daycare for their child.
13. A parent is accused of abuse due to their inability to secure adequate childcare for their child to be able to attend school. The parent requested the child be transferred to online learning and was told that changes cannot be made until the following semester.
14. A Black student was called racial slurs by a white student. On two separate occasions, the school did not inform the parents of the Black child but called the parents of the white child. A written apology was sent home with the Black student and the school has not advised the parent on what other course of action would be taken to rectify this situation.
15. A four-year-old girl was left to wander the hallways on her second day of school. The school personnel that was responsible for getting her to class was nowhere to be found. It was reported that they asked for the girl's name and she did not answer.
16. A racist micro-aggressive comment about a Black student's hair was made by a school staff member in front of the students' peers. The student is adamantly refusing to raise the issue with the school for fear that he will be further targeted.
17. Racial bullying at a school has been reported. The school board has not responded.
18. A boy was touching a Black student's hair as well as hitting her. The teacher said she would do something but nothing has been done. The situation has now escalated to the boy throwing items into the Black student's hair.

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19. Parents reported disorganization and a delay in setting up their child for an online school. The child did not begin school until two weeks after school reopened.
20. A white student called a Black student an "n-word" on multiple occasions. Parents were told that due to confidentiality they can not know the punishment given to the white student, or be present to support their son when the white student is made to apologize.
21. A group of students physically attacked a seven-year-old Black student. All concerns raised with the school have reportedly accomplished nothing.
22. Three white boys were bullying a Black girl in the classroom. Later a photo of the girl was discovered online with a racist caption. The parents are not happy with how the school is handling the situation and want to know what the school board was going to do to ensure Black children are protected.
23. A nine-year-old was attacked and assaulted in the schoolyard. The parent of the child was not told until they picked up their child. The school and superintendent are investigating however have said that they do not have the full story.
24. Some Black students in the virtual class do not have access to the required equipment (ex: printers) and have been offered no assistance or accommodations by the school. A parent has offered to arrange a solution but has received no response from the school.

Thunder Bay Catholic District School Board

Number of cases: 1

1. A concerned parent had been helping a mom with her daughter. The mother texted the parent for advice on how to deal with her son's teacher.

Upper Grand District School Board

Number of cases: 4

1. Parents report that their daughter, the only Black child in the class, is being bullied by other non-Black, racialized students. When brought to the teacher's attention, the parents' concerns were dismissed. The parent did not report it to the school board because they don't have faith in the system to protect their child.
2. It was reported that there is racism happening at all levels, and they do not think that anything is ever going to be done about it.
3. A Black student and her family have been singled out at the school program. Parents believe that it is not an equitable and inclusive space due to the negative bias that staff has shown to the child and the bullying that has been allowed by staff to continue. Parents have been met with hyper surveillance from the staff and policies not usually enforced on the other white families are solely enforced with the Black parents.

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4. There is a serious problem with anti-Black racism in rural schools. Racialized students are subject to racist language and slurs, including the “n-word”. One student was told to “go back” to his country because Canada is for white people only.

Viamonde School Board

Number of cases: 1

1. Parents have had several issues with their child's teacher including: a tone-deaf approach to classroom assignments, a lack of care or imperative to accurately include Black History Month lessons in the classroom, rude and evasive responses to questions about their child's progress in class, and refusal to outline assessment criteria. Concerns raised with the principal and superintendent have been met with silence or dismissive responses.

Waterloo Catholic District School Board

Number of cases: 3

1. A bi-racial student found the “n-word” written across her locker and the situation was handled poorly by school administration. Parents were told that police were contacted but received no proof of a report, and the parents are requesting that administration address the entire school since the identity of the culprit is not known.
2. Racist remarks were made by students towards a bi-racial child and another racialized child. The teacher was made aware of the situation by a parent and addressed the issue with the children involved as well as the whole class. This addressed the issue at the time but more incidents have occurred since, rendering those actions inadequate in providing a safe learning environment for the racialized students.
3. Staff called police on a four-year-old Black boy. The boy had previously experienced ongoing harm as a result of multiple occasions of isolation, containment, and emotional distress.

Wellington Catholic District School Board

Number of cases: 1

1. The teacher reports that there is racist bullying between students that is not being appropriately dealt with.

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Windsor-Essex Catholic District School Board

Number of cases: 2

1. A teacher who had witnessed students using the “n-word” towards Black students took appropriate actions to create a safe space and report the incident, but was reprimanded by the administration for involving the superintendent. Following the incident, the principal proceeded to utilize the n-word multiple times to summarize what happened in a meeting with the teacher. The principal has a history of racist behaviour and has been known to turn a blind eye to any racism in the school. The teacher who reported the incident later lost their position at the school.
2. Teachers mocked a five-year-old student off-camera for her soft-spoken voice. The parents have been having ongoing issues with boosting their child's confidence which the teachers are aware of. The student is often reprimanded for completing work too soon or looking ahead of the slides, instead of being encouraged to be an excited learner.

York Catholic District School Board

Number of cases: 26

1. A white student wrote a monologue for his class on racism which was then heavily edited by the school and described as “too contentious” for the classroom.
2. A teacher in the school is blatantly racist and biased towards the only Black student in their class and has called on other teachers to join in policing the child. This teacher also places a heavy focus on slavery during Black History Month. Many other incidents with this teacher have not been reported.
3. A well-respected Black gym teacher with a strong accent is being reprimanded for raising his voice at a student. The teacher conducts classes primarily outdoors and colleagues have heard him raise his voice in the past but have not perceived it as threatening or scary. The new white administration team, the white student and parents have pushed disciplinary action against the teacher through the union before addressing the issue within the school first. Colleagues believe the situation has been blown out of proportion because he is a Black man.
4. A new Black student was transferred into the school. The grade eight white male teacher told students not to befriend him and that the new student was a bad influence who would lead the other students down the wrong path. The incident has been reported to the union.
5. A racialized board employee feels that they are constantly looked over for career advancements and leadership positions in favour of white candidates. They have been subject to micro and macroaggressions, blocked from training and leadership opportunities repeatedly and stripped of advancement opportunities. The employee feels that they are being intentionally targeted and reprimanded in an attempt to push them out of the board.

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6. A Black kindergarten teacher had the “n-word” written across her door in view of the students and other staff members. The incident was reported to the principal but no action was taken.
7. A school principal is often seen discriminating against racialized students, reprimanding them more severely and more often than their white counterparts and making “jokes” about calling Children’s Aid Society on them. School community members encounter reprisal from the principal for voicing their concerns.
8. An autistic student is bullied by their teacher.
9. A child is being excluded at school; children do not want to play with her.
10. An incident occurred between students, but only one of the students was suspended while the other was not. The principal did not use progressive discipline.
11. A young Black boy felt left out of his white kindergarten class. The parent brought this up with the teacher and asked for support. The parents gave recommendations for inclusive books but the child still feels alienated and has started to act out in class as reported by the teacher.
12. A student has encountered academic streaming at school. The parent believes that the school is pushing applied courses and trying to limit and label the potential their child holds.
13. A group of students created a social justice council at their school and wanted to raise awareness about the Black Lives Matter movement and other marginalized groups. School administration shut down the initiative after telling the students they were not to speak about police brutality and the students were directed to focus on ‘peace’.
14. A parent reports routinely experiencing problematic behaviours from school staff. They have requested that the principal attend the IPRC instead of the vice-principals, and their request was granted.
15. There is reported student mistreatment and unfair practices. An IEP for a student was put in place, however parents have received no empathy and have gotten the run-around by administration.
16. A young boy with autism was repeatedly verbally abused by the special education teacher and teacher’s aid. He was typically verbal, confident, happy and functioning, but he had stopped eating, sleeping and was having increased tantrums as a result of the mistreatment. The issue was raised with the teacher, the principal and with Children’s Aid.
17. It was reported that teachers are teaching false narratives when it comes to Black history. A parent reported that the correct resources were not being provided to children, especially when it came to their IEP learning, however the school pacified the actions of the teachers.

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19. A student entering the seventh grade had attended summer school for Math and English prior to September. The parents feel that he was not properly taught grade 6 level math in preparation for grade seven.
20. Parents suspected their child was being targeted by his virtual learning teacher by way of emails implicitly diagnosing him with a learning disability. The student was not underperforming or misbehaving and was doing well in class, however he is the only Black student in his virtual learning class. Parents have raised the issue with the virtual teacher and have received assurances from the teacher that they will practice more patience with the student.
21. A parent has raised concerns with their school regarding support for their young autistic son. The parent is not confident the school has enough personnel and wants to know about support options available to them for their son to be successful in school. They are still waiting to find out about specific actions from the administration.
22. School had a meeting with the school-based research team regarding a student without the parent's knowledge. The teacher stated that they forgot to include the parents. Additionally, the parents believe that their child is performing at a higher grade level but they have been denied an opportunity to test their child and have been told that the school doesn't allow for that.
23. A teacher has yelled at a student and has flipped the student's desk. The superintendent was contacted but they appear to be siding with the teacher.
24. A student fell during gym class and reported having a headache. He was given an ice pack and sent to his homeroom teacher. Parents are unhappy that they were not called or notified and they are criticizing the school for not administering proper concussion protocols.
25. A family moved to Canada last year and does not have many Black friends. They wanted to find resources to help their kindergarten child who has autism.
26. It was reported that there are Black students who are feeling targeted at all times. Parents who raise concerns are being gaslighted.

York Region District School Board

Number of cases: 25

1. An older student at a local park adjacent to an elementary school began calling Black children the "n-word" and later repeated the word to the parent who went to investigate the situation. The incident was reported to the police however police say their hands are tied due to the student being a minor.
2. Students created a Black Lives Matter piece in celebration of Black History Month, which was later vandalized.

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3. During the height of the pandemic, a school principal denied access to educational art materials for Black grade nine students, despite willingness from parents and staff to help make the materials available. Parents state that the white majority schools in the area have no issue making supplies available. The issue has been raised with the superintendent.
4. A racialized teacher has been subjected to microaggressions, racism and intimidation by white school board employees, students and parents. Despite the overwhelming evidence and documentation of racist incidents perpetrated by a student, the all-white administrators continued to reprimand the teacher and support the baseless claims and defamation towards the teacher. The teacher is being subjected to harsh discipline for standing up against the harassment they faced.
5. Anti-racism training is not adequate in the school board. The school board put together a PowerPoint slide presentation instead of organizing a training session led by Black facilitators. The administration is not equipped to properly teach this subject to their employees and the other educators are severely in need of proper training to combat their own biases, racist comments and behaviours.
6. A Black girl in grade three has been referred to as the “n-word of the class” by a white classmate.
7. In an email communication between teachers, a white teacher ended the email with a casually thrown out anti-Black racist comment to a Black teacher. The Black teacher has reported the incident to the administration.
8. A white teacher has received disparaging emails from white parents for having open and honest discussions about race, social injustice, police brutality and anti-Black racism. White parents have stated that the content was inappropriate and controversial, and the administration is aligning with the parents and asking the teacher to discuss lighter topics.
9. A white student used the “n-word” and no immediate action was taken. Action was only taken when the same student swore at the teacher and used a Nazi salute. Ongoing and explicit anti-racism training needs to be prioritized at the school in order to ensure the safety of racialized students.
10. A Black staff member, who witnessed a contentious altercation between a racialized parent and office staff, feels embarrassed by the parents’ sentiments and behaviour in the school and via email. They feel that there needs to be more awareness of the stress induced by Black staff as a result of actions such as these by Black community members.
11. A racialized teacher has experienced ongoing racially motivated bullying by other colleagues, who have also encouraged students to disrespect the teacher. Her reports have been laughed at and ignored. She is afraid to report incidents to the principal or the board because she doesn’t feel supported.
12. A family with two Black sons is appalled by the difference they see in their children’s school. One son attends a school with racially diverse staff and has had no issues. The other son attends a less diverse school and has had negative experiences that have shocked the parents. Apologies have been issued by the less diverse school and staff changes have taken place, however an OCT investigation has uncovered that little else has been done to resolve the issues.

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13. A mother has requested support for herself and her child and asked the school social worker to reach out on their behalf.
14. Parents report that their children are being picked on because they look different than the rest of their class. The children have changed classes however they still reside in the same neighbourhood as the other students. The parents are seeing negative effects of continued bullying.
15. A grade one student who has been bullied in the past was called the "n-word" by another student. It was treated very lightly due to the young age of the children.
16. The parent reported that the school principal kept calling their children down to the office. One of her children had been experiencing racism, and she did not think the principal handled this properly.
17. A young student was being labelled as violent, defiant and aggressive. Parents were concerned and watched the video feed from the centre to confirm the validity, and they were met with video evidence that their child was being mistreated at the centre. Threats to remove the child from the program were made however the centre's tactics changed once the parent started to engage them in conversations regarding proper documentation, video evidence, enhanced funding and the intervention and de-escalation strategies used.
18. The student received a "prank" call from individuals she believed were from her school. They called her the "n-word," and made other racially insensitive comments to her. The school and police were notified of the incident however there has been no resolution.
19. The teacher is suggesting an IEP for a student. There seems to be an issue with the implementation of the program.
20. A student is repeatedly bullying a racialized child verbally and physically, including comments that the student should "kill herself". Procedures were put in place in an attempt to support the racialized student however the parent was not told about any consequences for the bully.
21. A student IEP was created for a grade four student who is reading at a grade one level. The student is frustrated and beginning to suffer with self-esteem while they wait for learning disability testing. The parent does not feel that the student is receiving enough support.
22. A parent reported that their child faced racism at their school and that the school did not have adequate culturally responsive support.
23. Parents believe that the school has been discriminating against Black students for decades by hindering Black student enrollment based on postal code discrimination. Parents believe that the white parents who fund the school have too much influence over the school.
24. The parent wants to discuss an IEP for their child.
25. The parent wants their son to be transferred to a different specialized program for him to obtain a high school diploma. They were told that the student would require a higher reading level, but were not provided with a clear pathway.

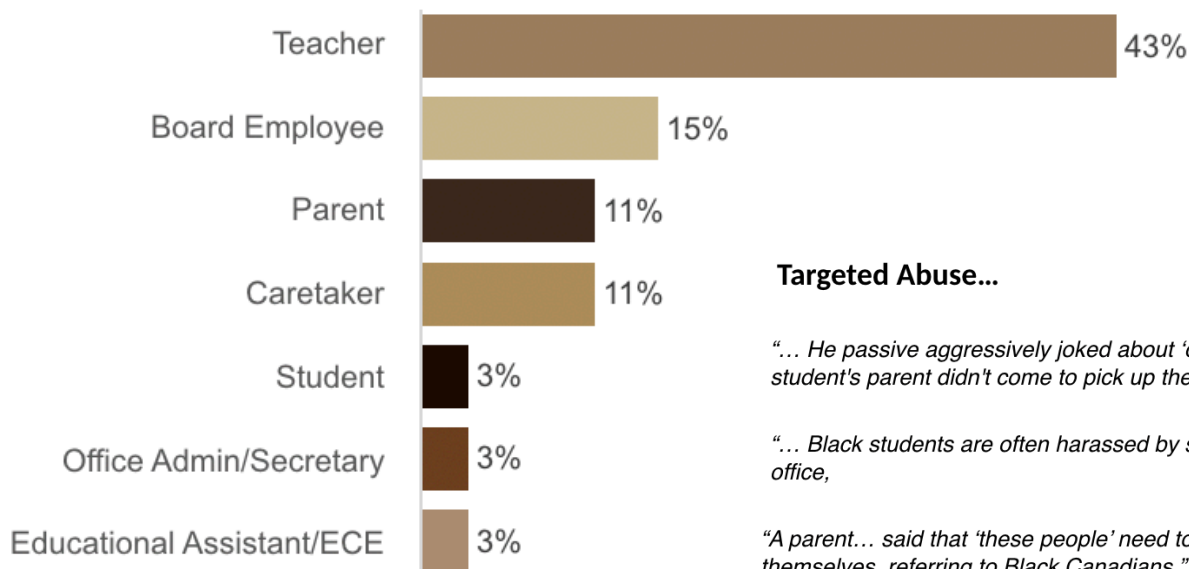
Appendix I: Summary of PoBC Provincial Cases

Other- School Board Unknown

1. The caretaker was called a witch and was ostracized for promoting equality.
2. The caretaker reported that his colleague called him an "n-word". He did not think that it was serious enough to report to the school board.
3. An office administrator was told that rap music and its culture are sexist and vulgar. They then told them that they should listen to wholesome Christian music like Amy Grant, instead. They also suggested that they be punctual.
4. A board leader made a comment to a teacher suggesting that the police should "do something" to the teacher for denouncing them. It was reported to the union who have continuously made excuses as to why the board leader hasn't faced any discipline.
5. A board employee's Blackness was questioned due to lineage and skin colour.
6. A student is constantly being sent home for behaviour issues. The student is only four years old.
7. On the first day of school, the parent received a phone call about their son's behaviour. The school said that he refused to do his work, and the calls have not stopped. The only form of help they can provide is counseling and an IEP. The parent feels unheard and is being asked to just follow the plan that the school has.
8. A newcomer high school student has struggled with academic performance and cultural differences. He is considering dropping out of high school.
9. A student does not want to attend school, despite the efforts of the caregiver encouraging him to go to school, and following up with the school about him not wanting to attend.

Appendix II: School Racism Reporting Tool Data Analysis

Role in School System



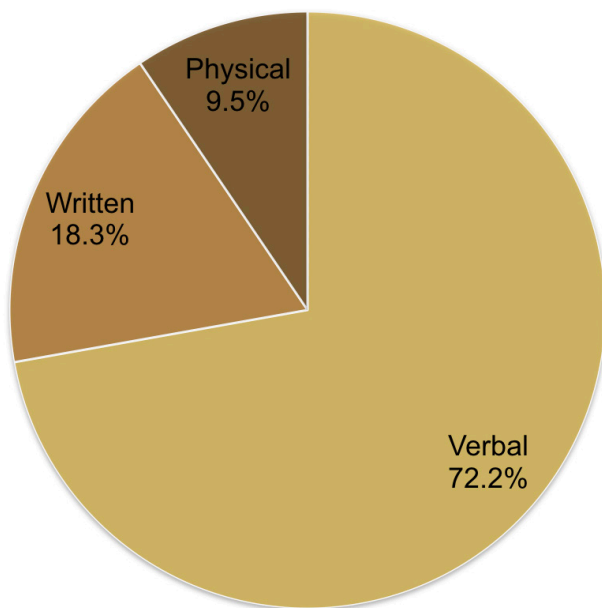
Targeted Abuse...

"... He passive aggressively joked about 'calling the CAS' if a Black student's parent didn't come to pick up their daughter on time."

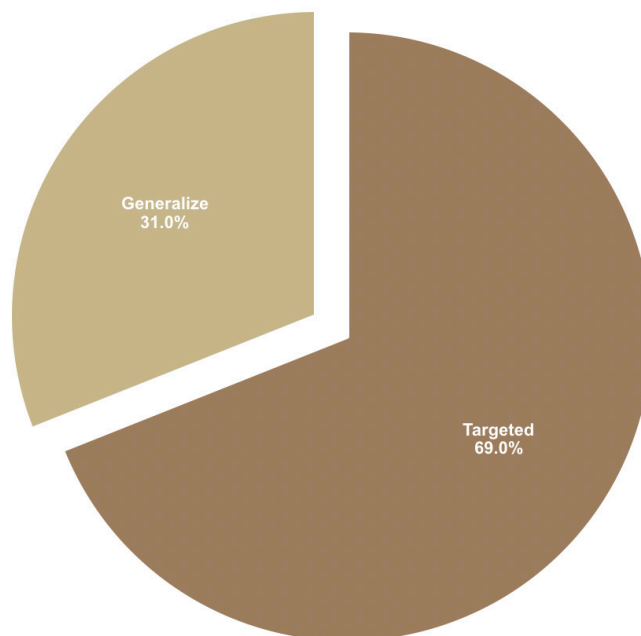
"... Black students are often harassed by sending them to the principal's office,

"A parent... said that 'these people' need to make a better life for themselves, referring to Black Canadians."

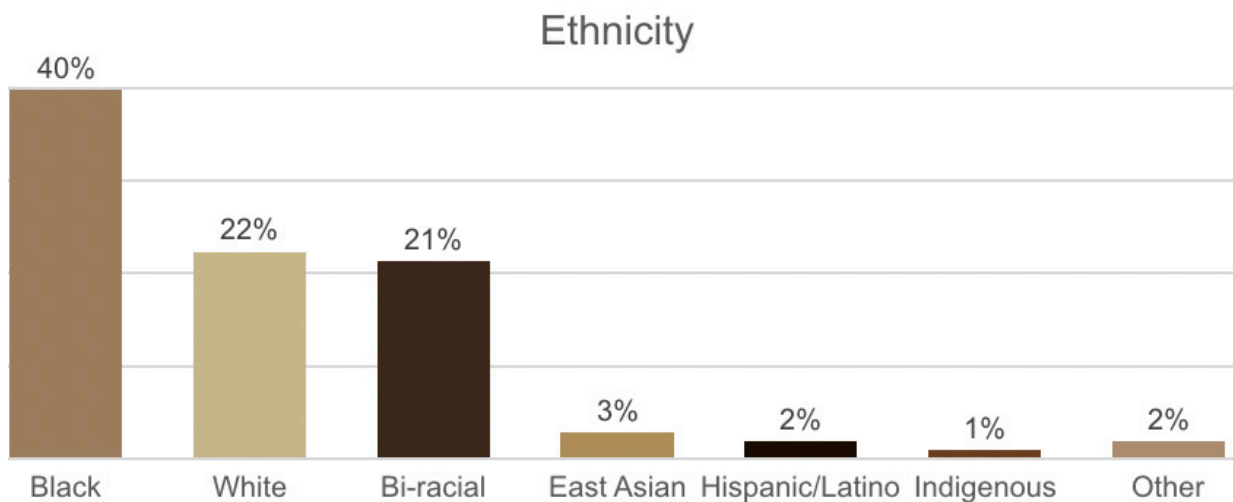
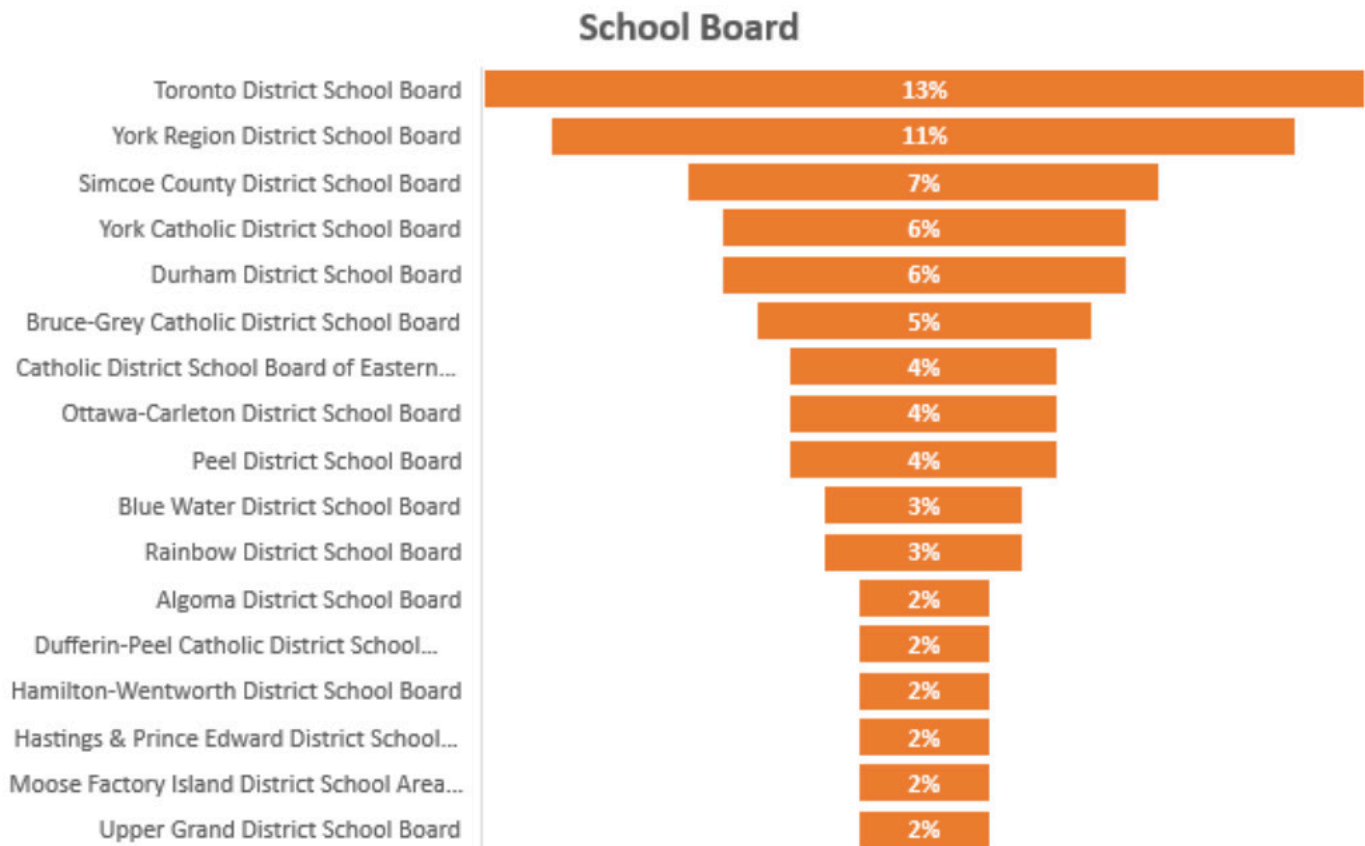
Delivery of Discrimination



Targeted vs. General Discrimination

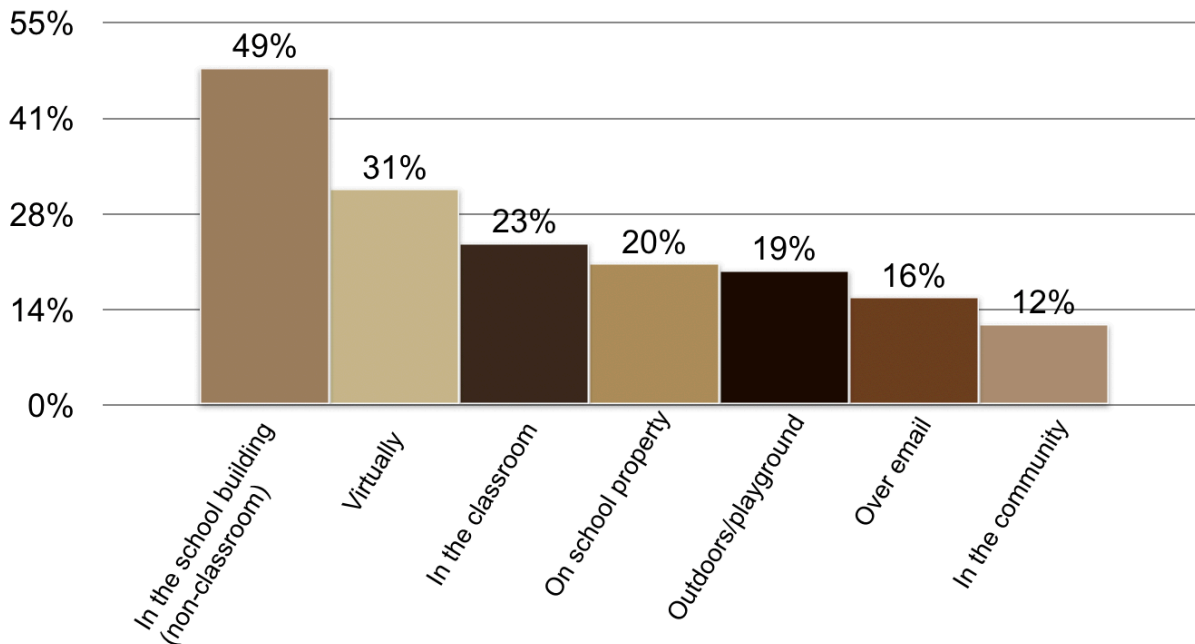


Appendix II: School Racism Reporting Tool Data Analysis

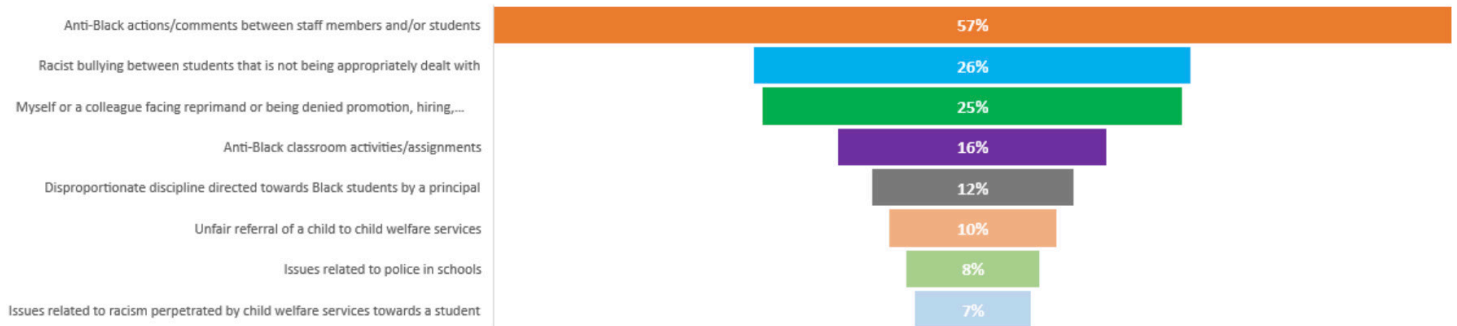


Appendix II: School Racism Reporting Tool Data Analysis

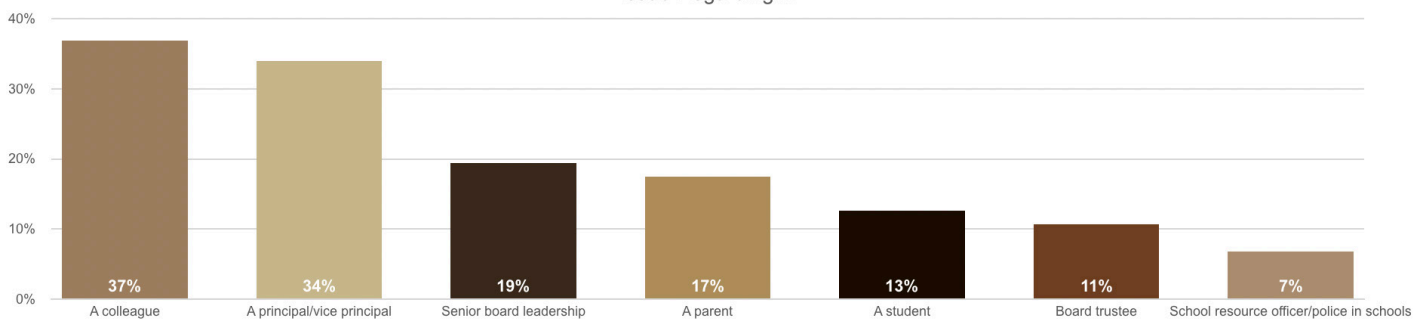
Location of incident



Nature of Incident

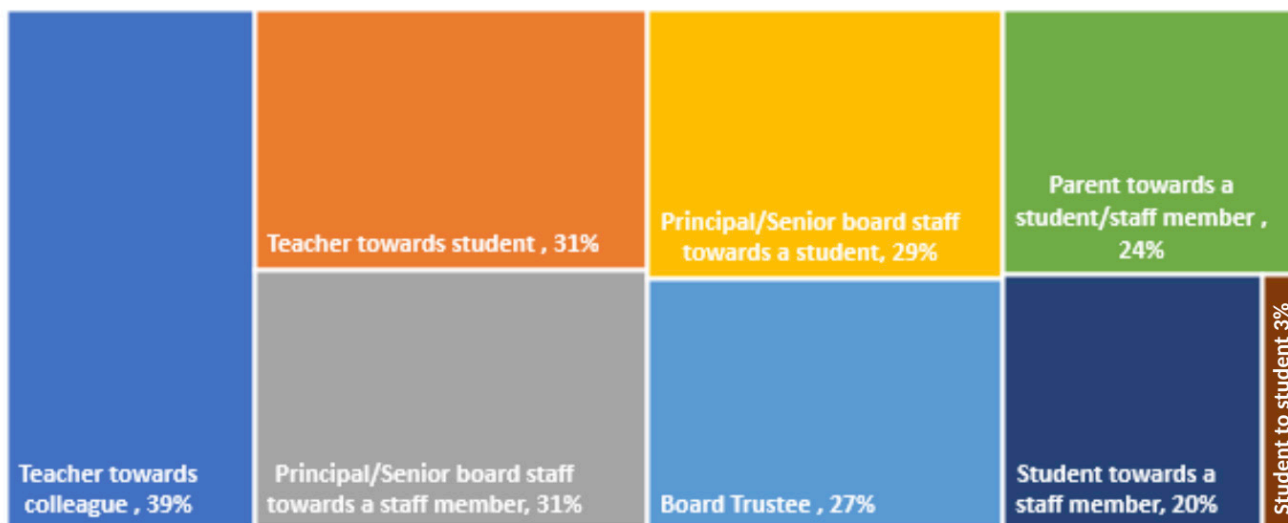


Issue Regarding...

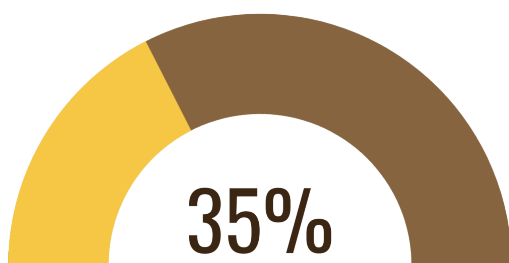


Appendix II: School Racism Reporting Tool Data Analysis

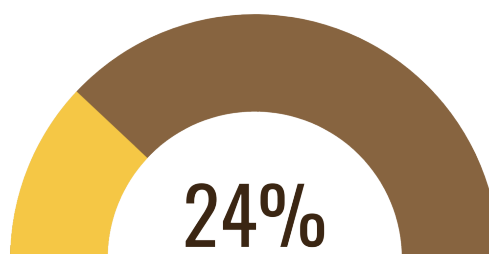
Nature of Perpetrator



Nature of Reprimand



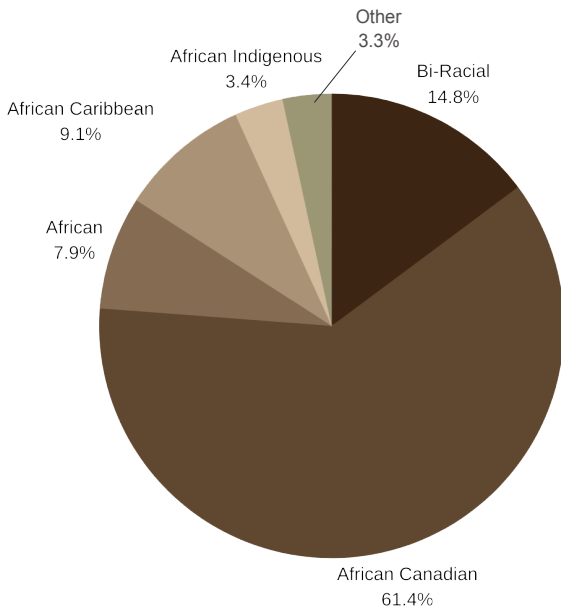
Only 35% of education system staff respondents felt comfortable to raise their concerns with their school board



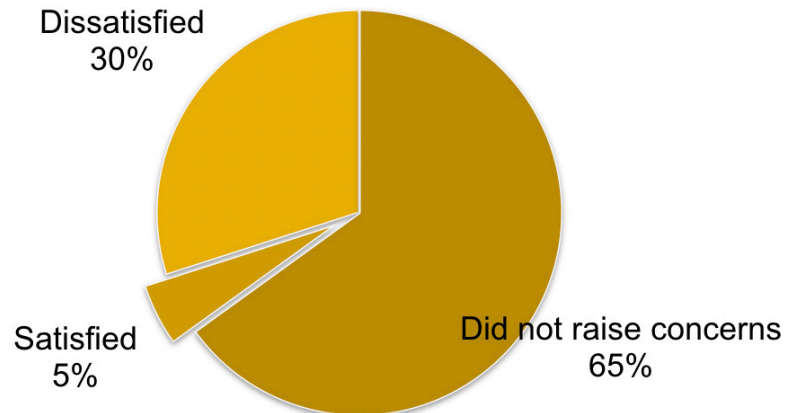
Only 24% of education system staff respondents felt comfortable to raise their concerns with their union



Appendix II: School Racism Reporting Tool Data Analysis

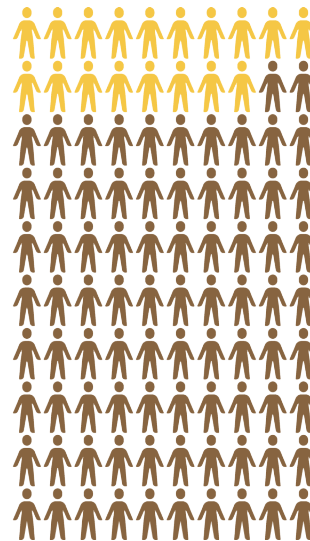


Were you satisfied with the response from the school board?



Based on the verbatim...

- 72% of the discrimination was delivered verbally.
- 69% was targeted due to the victim's ethnicity.
- 56% of the perpetrators are White Male.



Only 18% of education system staff respondents raised their concerns with both the union and the school board.



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Ontario's Education Equity Action Plan



2017

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A Message from Minister Hunter

October 2017

Ensuring equity is essential for improving student achievement and promoting student and staff well-being. This is why Ontario's Education Equity Action Plan is so important to the future of Ontario's students.

All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students have the tools they need to achieve success and follow their chosen pathways to life after graduation including work, college, apprenticeship or university.

Ontario's Education Equity Action Plan is a clear and robust blueprint that outlines how we will identify and eliminate persistent inequities in the education system. Together with our renewed focus on achievement and well-being, Ontario's publicly funded education system will be fairer and more inclusive for all students, educators and staff, regardless of race, religion, ethnicity, or any other factor related to individual identity.

Ontario's path to equity has been supported by the contributions of thousands of remarkable educators, students and parents. It will continue to benefit from the passion and dedication of everyone in the publicly

funded education system. Our past experience has shown us that when we focus on a specific goal with deliberate intent, we have greater success in achieving our collective objectives.

I know our pursuit of equity and the protection of human rights is achievable, and I am pleased to work collaboratively with our education leaders to change the lives of Ontario's students for the better.

A handwritten signature in black ink, appearing to be 'MH' with a stylized flourish.

The Honourable Mitzie Hunter
Minister of Education

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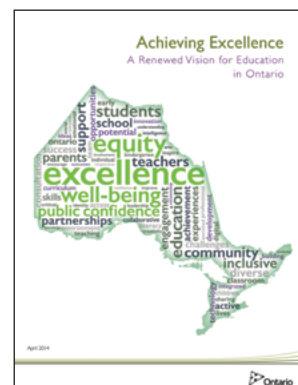
Une publication équivalente est disponible en français sous le titre suivant : *Plan d'action ontarien pour l'équité en matière d'éducation*, 2017.

This publication is available on the Ministry of Education's website, at ontario.ca/educationequity.



Moving Forward: Fulfilling Our Renewed Vision for Education

Ensuring equity is a central goal of Ontario's publicly funded education system, as set out in *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014). It stems from a fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances. While important in and of itself, equity is also necessary to realizing all other elements of our renewed vision, from achieving excellence, to promoting well-being, and enhancing public confidence in our education system. It is a critical component of our commitment to the success of every student and child in Ontario.



Ontario's Education Equity Action Plan is the province's roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. This means working together with students, parents, educators, principals, board staff, trustees and community leaders to bring the action plan to life and create a learning environment that inspires every child and student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.

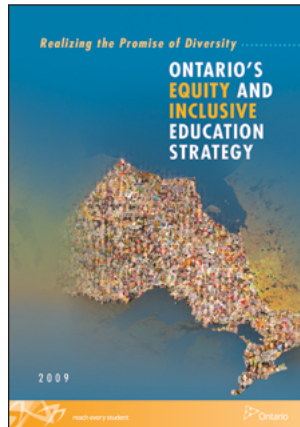
We live in one of the most diverse jurisdictions in the world, and the Ontario government recognizes that our diversity makes our society stronger and richer. As such, the success of our graduates necessitates building their confidence in who they are and their resilience in the face of adversity and ensuring they feel accepted and included. While many indicators of success for students have improved over the past two decades and Ontario's education system has been recognized internationally for this success, these improvements have not provided for equitable outcomes for all students.

Not only do persistent achievement gaps continue to exist, but even academically successful students do not always feel included in their school community or proud of who they are. This can have long-term negative impacts in other areas, such as health, well-being, economic self-sufficiency and participation in society. The consequences are wide-ranging, affect the individual, families, and communities, and can be seen across generations.

Our schools should be places where students not only learn about diversity but also experience it. Students should see themselves and their classmates reflected in their studies. Students and families should expect their interactions with their school community to leave them feeling accepted for who they are. All students should believe in their potential and know that they will be supported along the way from Kindergarten to Grade 12 and beyond, no matter what pathway they choose. The vision of equity and inclusion for all must also be extended to our teachers, principals and education workers, who together anchor the broader school community.

Many Ontario schools have already made great progress in creating equitable and inclusive environments, with teachers and education

workers at the forefront of this work, and with many existing provincial strategies contributing to the advancement of equity and inclusion. Our success in educating newcomer children, for example, has been recognized internationally. Indeed, Ontario's publicly funded education system is well positioned to go deeper and broader in the effort to remove systemic barriers that hold students back. As we have grown to better understand these issues, it has become clear that further action is required.



Ontario's Education Equity Action Plan will complement and build on the Ministry of Education's 2009 strategy, set out in *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*. For the better part of a decade, the Equity and Inclusive Education Strategy has guided and supported the education community in identifying and working towards eliminating the biases, barriers and power dynamics that limit students' prospects for learning, growing and fully contributing to

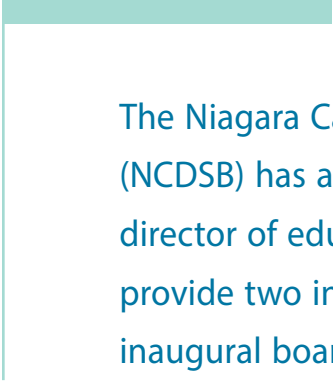
society. Under the strategy, all 72 school boards developed equity and inclusive education policies that include a religious accommodation guideline and procedures for students and staff to report incidents of discrimination and harassment. In addition, seven regional equity networks have been established to support schools and boards in the effective implementation of the strategy.

The ministry has also supported student conferences designed to empower youth to see themselves as leaders of social change, with programming that incorporates global citizenship. A number of organizations have partnered with the ministry to provide in-depth professional development for school board leaders on implicit biases and to build capacity and develop resources to support LGBTQ and Two-Spirited students and their families. We will continue to provide resources and support professional development to combat Islamophobia, antisemitism, racism, homophobia and transphobia. Among these resources are workshops for teachers on Islamophobia and its impacts on our schools and classrooms. Propelled by a culture of continuous improvement, the work of schools and boards to realize the goals of the Equity and Inclusive Education Strategy is still ongoing today.

In addition to the Equity and Inclusive Education Strategy, the Ministry of Education continues to implement the actions outlined in *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples* (2016). In particular, the ministry's Indigenous Education Strategy supports learning and achievement for Indigenous students and promotes awareness about First Nation, Métis and Inuit cultures, histories, perspectives and contributions in schools. It is an essential component of Ontario's work with Indigenous peoples, which focuses on improving student achievement and well-being among First Nation, Métis and Inuit students.

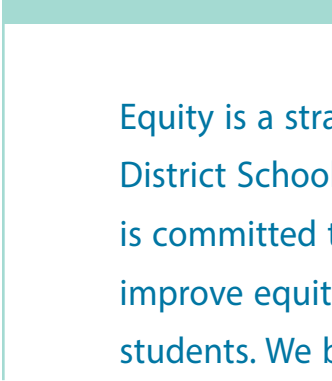
We are also working with other ministries and government agencies to develop a process for collaboratively producing programs that will better support Black youth in the future, such as those outlined in *Ontario's 3-Year Anti-Racism Strategic Plan*, the *Ontario Black Youth Action Plan*, and *Ontario's Poverty Reduction Strategy*. Other programs and partnerships include collaboration with the Ministry of Advanced Education and Skills Development and the Ministry of Children and Youth Services to improve access to postsecondary education by helping to eliminate financial and non-financial barriers, and with the Ministry of Community and Social Services and the Accessibility Directorate of Ontario on developing an education accessibility standard under the *Accessibility for Ontarians with Disabilities Act* and issues relating to employment for people with disabilities through *Ontario's Accessibility Action Plan* (2016).

Building on all of this, Ontario's Education Equity Action Plan opens up new fronts in our efforts to eliminate all forms of discrimination and systemic barriers in our school communities. It is not about a new direction, but rather about refocusing our work and bringing new resources to bear as a means of accelerating our progress towards meeting our goals.



The Niagara Catholic District School Board (NCDSB) has a best practice whereby the director of education and board legal counsel provide two information sessions prior to an inaugural board – one for prospective trustees, and one for new trustees – that outline good governance and responsibilities, finance, equity, student achievement and well-being.

– John Crocco, Director of Education, NCDSB



Equity is a strategic priority of the Ottawa-Carleton District School Board (OCDSB). Our school district is committed to reducing barriers to learning to improve equity of access and opportunity for all students. We believe that we can achieve this by identifying students and groups of students who face barriers to learning; differentiating resources and supports for students; ensuring effective use of funding; and improving graduation rates for all students including Indigenous students, students living in poverty, English language learners, and students with special education needs. Our success in improving equity of outcomes for all students is supported by our work with community partners.

– Jennifer Adams, Director of Education, OCDSB



Objectives and Actions

Ontario's Education Equity Action Plan is designed to realize the goal of ensuring equity, as part of Ontario's renewed vision for education:

"Ontario schools need to be places where everyone can succeed in a culture of high expectations. They need to be places where educators and students value diversity, respect each other, and see themselves reflected in their learning. It is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of not succeeding. . . .

". . . The fundamental principle driving this work is that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors."

(Achieving Excellence, 2014, p. 8)

The plan outlines the actions, policies and professional learning that will help us realize the vision of *Achieving Excellence*. It will meet its objectives through a set of actions designed to identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and lead to inequitable outcomes.

Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment. Barriers can be unintentional – for example, learning materials that do not take into account the diversity of our communities – often these are the result of doing things the way they have always been done. Regardless of the reason for them, their impact can be detrimental to many. It is also important for us to recognize and address the additional barriers and unique experiences of discrimination that can arise for some students when factors such as race, class, gender identity, religion and physical or intellectual ability intersect.


To address these challenges, we must know who our students are and what strengths and experiences they bring. We must find ways to detect structures or patterns of behavior that may negatively impact student achievement and well-being in order to begin to identify barriers. With that knowledge, we can try new approaches and allocate resources effectively to address and eliminate those barriers. We are committed to sharing current, evidence-based practices, programs and pedagogies, exploring innovative program options and enacting policies that will help address all forms of discrimination.

The action plan will leverage and further support the work of education leaders to strengthen and reinvigorate the existing Equity and Inclusive Education Strategy. To execute the action plan, the Ministry of Education has created the **Education Equity Secretariat**, which will bring new resources to bear on the identification and removal of systemic barriers in order to uphold and further the interests of Ontario's students, school staff and families, and to ensure their empowerment.

The mandate of the Secretariat is to facilitate the strengthening of cultures of respect for equity in our schools, as places of learning and as places of work, with the assurance of intentionality, accountability, and equity

across the education system. The Secretariat will work with all education partners in a spirit of collaborative professionalism to advance this work across Ontario's publicly funded education system.

Our progress so far in promoting equity and inclusion in education tells us that when we focus on a small number of clear objectives and track our impact, we have better success in achieving them. Ontario's Education Equity Action Plan sets out the action items that will enable us, in consultation and collaboration with our education partners, students, parents and Ontario communities, to combat persistent systemic inequities and improve student well-being and achievement. The action plan builds on the goals of Ontario's Equity and Inclusive Education Strategy: shared and committed leadership; equity and inclusive policies and practices; and accountability and transparency.



The development of the Equity and Diversity Strategic Plan with measurable outcomes, is a demonstration of our commitment to evolve and to ensure that equitable and inclusive practices, policies and initiatives are implemented at all levels in the Durham District School Board (DDSB).

This is important work as we ensure accountability as system leaders. We set clear direction, ensure the engagement of stakeholders, and establish clear and measurable goals, implementation plans and expectations as part of our accountability measures to ensure that our Equity and Inclusive education initiatives demonstrate evidence of impact.

– Lisa Millar, Director of Education, DDSB



Overview: Ontario's Education Equity Action Plan

This section provides a general overview of the key initiatives of Ontario's Education Equity Action Plan in four areas:

- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Data Collection, Integration and Reporting
- Organizational Culture Change

► School and Classroom Practices

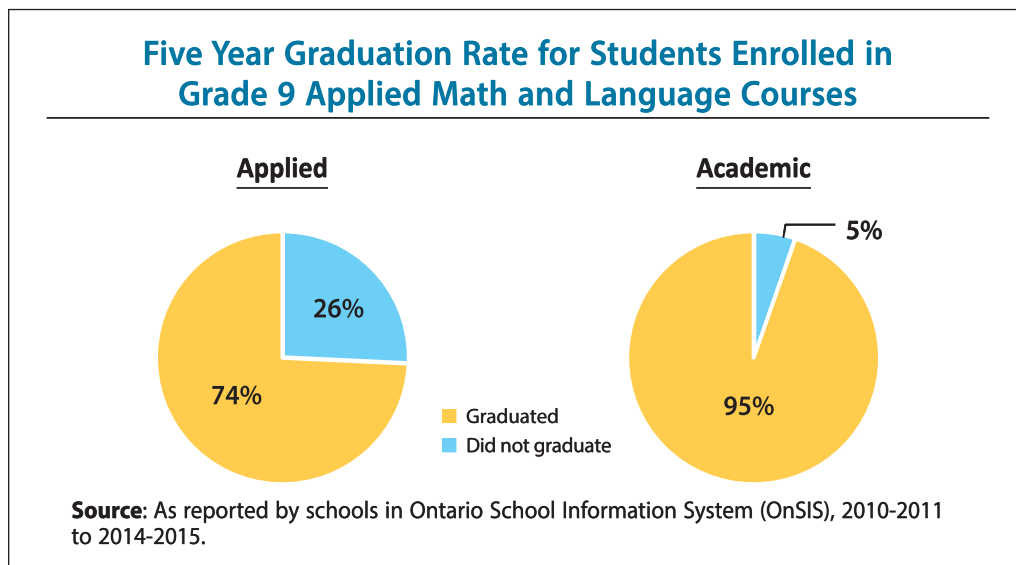
A key aspect of removing systemic barriers is to ensure that school and classroom practices reflect and respond to the diversity of students and staff.

Existing structures, policies, programs and practices may unintentionally disadvantage certain student populations, including racialized students, students experiencing poverty, Indigenous students,

newcomers to Canada, students who identify as LGBTQ or Two-Spirited, children and youth in care, religious minorities, French language minorities, students with disabilities, and students with special education needs. Our goal is to identify existing systemic barriers and remove them, and to guard against such barriers as we develop new policies and programs.

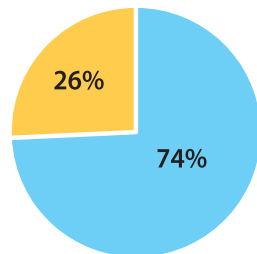
While we have achieved much for students, we continue to observe poorer outcomes for disproportionate numbers of students from low-income environments, racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, children and youth in care, students with disabilities, and students with special education needs. The ministry will work with education partners, students, parents and communities to examine and address any systemic barriers built into our system so that more students can achieve and pursue their chosen pathways to work, college, apprenticeship or university.

For example, applied and academic courses in secondary schools were initially designed to accommodate diverse learning styles and keep future education and career pathways open. However, an unintended consequence is that a disproportionate number of students from low-income families, racialized students, Indigenous students and students with special education needs are enrolled in applied courses and are underrepresented among students who graduate and go on to pursue postsecondary education.

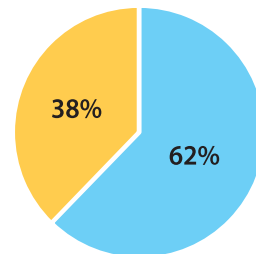


Unintended Equity Outcomes: Percentage of Enrolment Records in Academic and Applied Grade 9 Mathematics Course

Schools in higher-income communities



Schools in lower-income communities



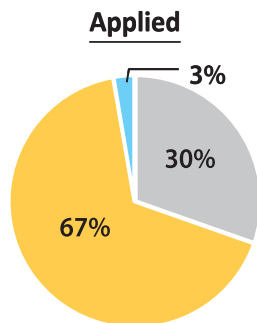
■ Academic
■ Applied

Source: As reported by schools in Ontario School Information System (OnSIS), 2014-2015: Tax Filer (Statistics Canada TI Family File), 2013.

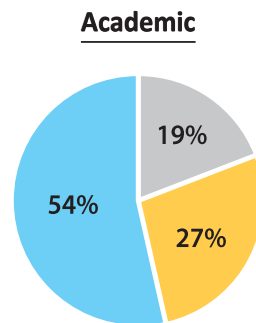
Please note: High-income and low-income schools are grouped based on the estimated LIM 50 (low-income measure aligned with Poverty Reduction Strategy indicators) for each school according to the upper and lower quartiles (i.e., the percentage of school community population below LIM 50 is 16.76% or less in high-income schools and 27.57% or more in low-income schools).

Where do Students go After High School?

Percentage of Students who Enrolled in Grade 9 Applied Math and Language Courses and Registered Directly to College or University



Percentage of Students who Enrolled in Grade 9 Academic Math and Language Courses and Registered Directly to College or University



■ College
■ University
■ Other

Source: College and university registrations as reported by the Ontario College Application Service (OCAS) and Ontario University Application Centre (OUAC), 2010-2011 to 2015-2016.

It is worth noting that Ontario is the only province in Canada that separates students into academic and applied courses in Grade 9, with most provinces beginning course selection in Grade 10. The Organisation for Economic Co-operation and Development (OECD) has also highlighted the equity challenges associated with early separation of students

and has recommended that education systems “avoid early tracking and defer student course selections until upper secondary.”¹

Students must also experience teaching and learning that is reflective of their needs and of who they are. In order to ensure that all students feel safe, accepted and inspired to succeed, schools and classrooms must be responsive to culture, broadly defined. “Culturally responsive pedagogy” recognizes that all students learn in ways that are connected to background, language, family structure and social or cultural identity. It goes beyond recognizing uniqueness to intentionally nurturing it in order to create and facilitate effective conditions for learning. School and classroom practices must be reflective of and responsive to the diversity of students and staff.

We also know that we need to take a critical look at student discipline, because racialized students, Indigenous students, students with disabilities, and students with special education needs are overrepresented in the data on suspensions and expulsions. We will work with all school boards, together with students, parents and education partners, to develop interventions, preventive approaches and programs to address this issue, and we will assess the results of these efforts in order to inform best practices throughout the province.

The Education Equity Secretariat will work with boards and education partners, including providers of before- and after-school child care programs, on ways of addressing systemic barriers and discriminatory practices, with the support of the ministry. To that end, the action plan prioritizes:

- continuing the implementation of teaching practices and curriculum that reflect the needs and realities of all students;
- introducing a renewed approach to Grade 9 in which all students are supported in achieving their maximum potential and choosing appropriate pathways to work, college, apprenticeship, or university;
- collecting and analyzing data on suspensions, expulsions and exclusions and the groups affected; and
- increasing parent engagement in equity and inclusive education, particularly by identifying strategies to reach out to parents who may be disengaged from the education system.

1. Organisation for Economic Co-operation and Development, *Equity and Quality in Education: Supporting Disadvantaged Students and Schools* (2012), p. 56.

► Leadership, Governance and Human Resource Practices

Leadership plays a critical role in shaping the environment for both student and staff in the education system. The diversity of the students in Ontario schools should be reflected in the diversity of their education workers, teachers, and school and system leaders. Strengthening diversity in leadership and in the classroom helps not only to promote a sense of belonging among students, but also helps to bolster innovation and creativity in the school environment.

To create safe, inclusive and engaging learning and work environments, education leaders must be committed to equity and inclusion for all students and to upholding and promoting human rights. A necessary and foundational step to creating such learning and work environments is to ensure accountability at all levels of school boards for equity, inclusion and human rights. To support the implementation of this step, the action plan prioritizes:

- strengthening accountability for equity and human rights in performance appraisals for principals, supervisory officers, and directors of education and in directors' annual reports;
- establishing ongoing equity, inclusion and human rights training for staff and school and system leaders, including school board trustees;
- enhancing diversity in the recruitment, hiring and promotion of educators and school and system leaders; and
- working with school boards to establish formal structures to promote and enforce human rights and equity.

► Data Collection, Integration and Reporting

A critical step on the road to ensuring equity is to gain a clearer understanding of who our students are and of their school experience.

We know that collecting and analyzing voluntary demographic data and perceptual data can enable our school and system leaders to more precisely

address the barriers to student success. For example, comparing identity-based student data with data on program enrolment, suspensions and expulsions, and graduation rates may reveal more precisely how certain groups are being disadvantaged, how to identify and remove systemic barriers to success and, accordingly, where to target our resources. In the same way, indicators of well-being and student voice may help us understand the strengths and experiences that students bring to their education.

We know that collecting data and sensitive information can raise concerns about privacy and stigmatization, particularly among people who experience discrimination. For example, the Ministry of Education has been working to build trust with Indigenous partners, recognizing the importance of principles of ownership, control, access and possession (OCAP) for First Nation peoples in particular. We have established voluntary, confidential Indigenous student self-identification policies within the provincially funded school system, and these continue to be a key priority for the ministry. The data gathered is used to enable the ministry, school boards and schools to understand the demographics of First Nation, Métis and Inuit learners and to implement targeted strategies to build on the strengths and meet the specific needs of those students, to support their broader success and well-being.

The analysis of identity data about staff at all levels, coupled with the identification and removal of systemic barriers, will also help change recruitment, hiring, promotion and professional development strategies. As with the collection of student data, all data will be collected on a voluntary basis and in accordance with laws governing privacy and confidentiality.

Enhanced data collection and outcome measurement will support evidence-based decision making at the school board and ministry level. Data gathering at the board level will be tailored to meet the needs of local communities that may be facing, for example, Islamophobia, anti-Black racism, anti-Indigenous racism, antisemitism, homophobia, transphobia, and discrimination affecting people with disabilities.

The ministry will develop, in consultation with education partners, consistent processes for collecting, analyzing and publicly reporting on

disaggregated identity-based data. In addition to Indigenous self-identification, some student identity data is already collected province-wide, such as exceptionalities, immigration status and language first spoken. How this data is used and mobilized to close equity gaps varies across the province. In addition, only one school board in Ontario collects broader identity data, such as race, ethnicity, religion, sexual orientation, gender identity and parental socio-economic status.

A consistent approach to collecting and analyzing voluntarily provided identity-based data will help local school boards identify where systemic barriers exist, and will help determine how to eliminate discriminatory biases in order to support equity and student achievement and well-being through training and targeted programs and supports. This work will support the mandate of Ontario's Anti-Racism Directorate and will align with data standards developed by the Directorate.

The immediate steps in the action plan include:

- working with school boards to develop a consistent approach to the collection of voluntarily provided identity-based student data;
- working with Indigenous partners to co-develop indicators of Indigenous student success and well-being;
- providing support to school boards on sharing knowledge and best practices when applying student-identity data; and
- supporting school boards and labour partners in undertaking workforce data collection and analysis to ensure representative, equitable and healthy work and learning environments.

► Organizational Culture Change

The Ministry of Education must lead by example. By applying an equity lens to internal ministry structures, policies, programs and practices, we will work to ensure an authentic and vibrant organizational culture. This shift in culture will be a model of diversity, equity, inclusion, and commitment to upholding and promoting human rights.

The removal of systemic barriers calls for a systemic culture change driven by our core values and respect for principles of equity and

inclusion. An equitable and inclusive education system is a necessary condition to enable all Ontario students to feel included, respected and able to succeed. Together with our education partners, we are invested in working towards that goal in the spirit and culture of collaborative professionalism, including consultations and co-development with our Indigenous partners.

Applying an equity, inclusion and human rights perspective to internal organizational structures, policies, programs and practices will help to identify, model, frame discussions about and work to support an inclusive and diverse education sector. The action plan will facilitate this organizational change and support the shift in culture by prioritizing:

- collecting and analyzing identity-based data on the Ministry of Education's workforce to ensure, equitable and healthy work environments that represent Ontario's diversity;
- providing human rights compliance training to Ministry of Education senior management;
- reviewing the appointment process for Ministry of Education advisory committees to ensure appropriate and diverse representation; and
- establishing an expert equity community advisory group to serve as a resource for the Education Equity Secretariat and school board communities.

In Detail: The Three-Year Action Plan

Responsibility and accountability for completing the action items rests with the Ministry of Education and its component divisions, branches and offices, including the Education Equity Secretariat, as appropriate for each item and activity. The ministry will work closely in collaboration with education partners, students, parents and communities to accomplish the action items and achieve the outcomes indicated for each year of the action plan.

► School and Classroom Practices

Action Items

1. Strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources

- Enhance the Ontario curriculum review process to ensure diverse perspectives and experiences are reflected in the curriculum.
- Implement revisions to the Ontario curriculum to include mandatory learning about the history of residential schools, treaties and the legacy of colonialism.
- Further support boards in implementing teaching practices, curriculum and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates' lived experience, reflected in what and how they are learning.
- Provide resources and professional development supports to teachers and school leaders to combat Islamophobia, anti-Semitism, racism, homophobia and transphobia.
- Support boards in assessing learning resources (both traditional and electronic), including resources in library collections, to ensure that they are accessible and that they reflect diversity.

2. Supporting student pathway choices

- Work with education partners, students, parents and communities to examine and address systemic barriers that limit students' ability to achieve and to pursue their chosen pathways after graduation.
- In collaboration with education partners, introduce a renewed approach to Grade 9 in which all students are supported in achieving their maximum potential and choosing appropriate pathways to work, college, apprenticeship, or university.

3. Addressing suspension, expulsion, and exclusion rates

- Facilitate boards' efforts in gathering data on suspensions, expulsions and exclusions and on the groups affected.
- Assist boards in identifying ways to address disparities that may be revealed by the data.

4. Increasing parent engagement in equity and inclusive education

- Enhance the focus on equity and inclusive education, making it a theme for the 2018–19 Parent Reaching Out grants.
- Identify more intentional strategies for reaching out and ensuring representation of diverse communities on PICs and school councils.
- Work with school boards and Indigenous partners to strengthen Indigenous Education Advisory Committees.
- Identify strategies for reaching out to parents who are disengaged from the education system for a variety of reasons.

Outcomes/Performance Measures

1. Strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources

Years 1 and 2 (2017–18 to 2018–19)

- School boards and EQAO demonstrate commitment to inclusive/universal design and culturally responsive and relevant pedagogy through their strategic plans, and demonstrate how inclusive design has been implemented in schools and classrooms. Examples of these are reflected in school and system leaders' performance appraisals as evidence of meeting equity goals.
- Students, parents and community members are engaged in the process of assessing school library holdings and advising on guiding principles for augmenting collections.

Year 3 and beyond (2019–20+)

- Inclusive/universal design and culturally responsive and relevant pedagogy are fundamental to school and classroom planning.
- Schools and classrooms are more inclusive, safe and welcoming for all students.
- Students have access to rich and diverse library resources.

2. Supporting student pathway choices

Years 1 and 2 (2017–18 to 2018–19)

- Consider the outcomes of the current approach to academic and applied course selection and pursue opportunities, in collaboration with partners, to ensure that all students are supported in achieving their maximum potential and choosing appropriate pathways to work, college, apprenticeship, or university.

Year 3 and beyond (2019–20+)

- Monitor and report on the outcomes of the renewed approach, such as graduation and post-secondary education transition rates, using identity-based data.

3. Addressing suspension, expulsion and exclusion rates

Years 1 and 2 (2017–18 to 2018–19)

- Positive preventive measures are used more often to address student behaviour.
- Data reflects fewer incidents of human rights violations.
- Boards analyse suspension, expulsion and exclusion data in the context of student identity data to identify and address systemic disparities.
- A province-wide conference is organized to showcase effective practices in addressing student behavioural concerns.

Year 3 and beyond (2019–20+)

- Students report feeling safe and accepted in school climate surveys.
- Schools report fewer suspensions, expulsions and exclusions.
- Educators and relevant staff receive training on established positive preventive measures for addressing student behaviour.
- Local board and school strategies reflecting best practices are deployed to reduce/eliminate overrepresentations in student discipline data.

4. Increasing parent engagement in equity and inclusive education***Years 1 and 2 (2017–18 to 2018–19)***

- School leaders, educators and staff actively and intentionally encourage the engagement of parents who have not previously been active in the school community.
- Parents/guardians and other community members are valued as important resources in creating and maintaining inclusive and equitable school communities.

Year 3 and beyond (2019–20+)

- Sustained and intentional engagement of parents from diverse populations, and of diverse communities, in the board is supported through Parents Reaching Out grants.

► Leadership, Governance and Human Resource Practices

Action Items

1. Accountability for equity and human rights

- Enhance accountability for equity and human rights in principal, vice-principal, and supervisory officer performance appraisals by including equity goals in performance plans.
- Promote equity and human rights criteria in director performance appraisals.
- Have directors report on progress in meeting equity goals in their annual reports, including indicators such as:
 - measurable increases in diversity on school board leadership teams;
 - the inclusion of reachable human rights and equity goals in school board strategic plans;
 - measurable evidence of diversity in secondments to faculties of education and the Ministry of Education.
- Support an increased role for existing board-led regional equity networks in implementing equity initiatives linked to School Improvement Plans for Student Achievement and Well-Being (SIPSAs) and Board Improvement Plans for Student Achievement and Well-Being (BIPSAs) through renewed mandates and enhanced funding.

2. Enhanced diversity in hiring and promotion – Educators

- Identify opportunities to promote the teaching profession and remove barriers to entry for underrepresented communities.
 - Identify opportunities for collecting and analyzing additional demographic data related to the teaching profession. Where designated groups are found to be underrepresented, work with partners to develop and implement outreach in undergraduate programs. Where underrepresentation is not evident,

support representative promotion of teachers to principal-qualification programs.

- Incorporate human rights and equity content into the New Teacher Induction Program (NTIP).
- Support the recruitment and retention of Indigenous teacher education candidates, with a particular focus on northern communities and Indigenous languages.
- Identify opportunities to better prepare candidates in teacher education programs to work with students with disabilities and students with special education needs.
- Work with school boards to establish a focus on diversity in teacher and Early Childhood Educator (ECE) recruitment and hiring processes.

3. Enhanced diversity in hiring and promotion – School and system leaders

- Establish and strengthen leadership development programs for teachers and principals such as fellowship and mentorship programs, with the objective of enhancing diversity in the pool of candidates for supervisory officers and principals.
- Work with providers of the principal qualification and supervisory officer qualification programs to ensure the inclusion of an equity, inclusion and human rights curriculum.

4. Professional development focused on equity, inclusion and human rights

- Establish regularized equity, inclusion and human rights training for school board staff in alignment with the Ontario Human Rights Code and related legislation, with an early emphasis on staff with responsibility for overseeing complaint processes and staff with supervisory responsibilities.
- Support professional development opportunities and resources for education workers, teachers, and school and system leaders, including principals, superintendents and directors of education.
- In response to the Truth and Reconciliation Commission of Canada's calls to action, enhance educator capacity and knowledge related to Indigenous histories and ways of knowing.

- Leverage the Teacher Learning and Leadership Program (TLLP) to encourage a focus on equity and inclusion in alignment with the Ontario Human Rights Code and related legislation.
- Establish equity and inclusion training and professional development opportunities for all school board trustees.

5. School board structures to promote and enforce human rights and equity

- Work to establish formal structures to promote and ensure compliance with principles of human rights and equity in every school board, to enable the building of a culture of respect for those principles. This will also support the identification and removal of inequities in local structures, policies, programs and practices, and ensure alignment with the Ontario Human Rights Code and related legislation.
- Work with school boards to review their policies and ensure procedurally fair and locally sensitive complaints processes to address human rights matters.

Outcomes/Performance Measures

1. Accountability for equity and human rights

Years 1 and 2 (2017–18 to 2018–19)

- The Principal Performance Appraisal regulation is revised.
- The Supervisory Officer Appraisal Guideline is revised.
- Attention to equity, inclusion and human rights is increased across school boards.

Year 3 and beyond (2019–20+)

- Plans outlining human rights and equity-related policies, programs and practices are included in board multi-year strategic plans, BIPSAs and SIPSAs.
- Explicit equity goals are included in Board Leadership Development Strategies.

- There is evidence of increased attention to the principles of equity, inclusion and human rights throughout the education system.

2. Enhanced diversity in hiring and promotion – Educators

Years 1 and 2 (2017–18 to 2018–19)

- A concerted effort is made to recruit, hire and retain a diverse, qualified teaching profession.
- There is an enhanced focus on the recruitment of First Nation, Metis and Inuit candidates to the teaching profession.

Year 3 and beyond (2019–20+)

- There is increased diversity at faculties of education and among teacher candidates, registered Ontario College of Teachers (OCT), educators, and Early Childhood Educators (ECEs).
- Principals are engaged in a process to create diverse pools of teacher candidates.

3. Enhanced diversity in hiring and promotion – School and system leaders

Years 1 and 2 (2017–18 to 2018–19)

- Leadership development programs for teachers and principals are established.
- Content of executive programs reflects diverse perspectives and pays explicit attention to upholding and promoting human rights.

Year 3 and beyond (2019–20+)

- There is increased diversity among school and system leaders.

4. Professional development focused on equity, inclusion and human rights

Years 1 and 2 (2017–18 to 2018–19)

- Professional development opportunities and resources are expanded.
- School board trustees have a greater understanding of equity and their role as governors of the board.

Year 3 and beyond (2019–20+)

- Schools and school boards are places where diverse voices, talents and skills are recognized, resulting in a broader and more diverse spectrum of ideas, knowledge and perspectives.
- School board trustees have a comprehensive understanding of the importance of holding directors of education accountable for equity, inclusion and human rights compliance, of the mechanisms to do so and effective strategies to respond to and eliminate systemic barriers and individual discriminatory biases.

5. School board structures to promote and enforce human rights and equity

Years 1 and 2 (2017–18 to 2018–19)

- Stakeholders are engaged in reviewing and strengthening school board structures and identified policies, programs, and practices that promote and enforce equity and human rights across the public education system.

Year 3 and beyond (2019–20+)

- Progress is made towards building a culture of respect for human rights, evidenced in part by a significant reduction in the number of human rights matters that are resolved at the Human Rights Tribunal of Ontario.

► Data Collection, Integration and Reporting

Action Items

1. Developing a consistent approach to the collection and application of voluntarily provided student identity data

- Develop statement of principles and objectives for the collection of identity-based student data and support boards in undertaking student identity data collection and analysis that will inform policies and practices.
- Collect, analyze and report the following disaggregated data:
 - race
 - ethnicity
 - religion
 - disability
 - sexual orientation
 - gender identity
 - indicators of parental socio-economic status
- Continue to collect:
 - exceptionalities
 - immigration status
 - language first spoken
- Align data collection across the sector and support school board analysis and use of data to inform local decision making.

2. Mobilizing the knowledge of school boards, labour partners and the ministry with respect to school board employee identity data

- Support boards in undertaking workforce data collection and analysis that will inform a review of systems, policies and practices.
- Support boards in identifying and establishing timelines to eliminate barriers, and measurable goals to achieve equity in hiring and promotion.

Outcomes/Performance Measures

1. Developing a consistent approach to the collection and application of voluntarily provided student identity data

Years 1 and 2 (2017–18 to 2018–19)

- A statement of principles to guide the collection of identity-based student data and a collaboratively developed action plan are in place.
- School boards engage in dialogue with parents, students, staff and community partners to promote the view that supporting equity requires evidence-informed decision making and better understandings of local communities.
- Indicators of Indigenous student success and well-being are co-developed with partners.
- Province-wide collection of voluntarily provided data on key identity-based data points for students is launched.

Year 3 and beyond (2019-20+)

- Multi-year strategic plans, Board Improvement Plans for Student Achievement and School Improvement Plans for Student Achievement reflect and are informed by student identity-based data and achievement data.
- There is evidence of closing gaps in achievement and well-being.
- School boards report on data collection of disaggregated identity-based data for students.

2. Mobilizing the knowledge of school boards, labour partners and the ministry with respect to school board employee identity data

Years 1 and 2 (2017–18 to 2018–19)

- Discussions with boards have resulted in a statement of a common vision and purpose for an employment systems review of school boards.

Year 3 and beyond (2019-20+)

- All school boards are working to update human resource management systems to collect identity-based data as laid out in the Ontario Human Rights Code.
- School boards have collected workplace data to inform a systems review.
- School boards review their student demographic data annually to support reflection on hiring and onboarding practices for school and board staff.
- School boards implement the equity and inclusive education practices outlined in their system and school improvement plans, while being responsive to shifts in student demographics and the communities they serve.

► **Organizational Culture Change**

Action Items

1. Organizational culture change at the Ministry of Education

- Conduct a review to identify and address any inequities in ministry structures, policies, programs and practices.
- Implement training and engagement focused on alignment with the Ontario Human Rights Code and related legislation.
- Make accountability for equity and human rights explicit in the performance plans of the deputy minister, assistant deputy ministers, directors, and managers.
- Review the appointment process for Ministry of Education advisory committees.

- Review the effectiveness of the Learning Opportunities Grant (LOG) with respect to furthering equity, inclusion and human rights in school boards.
- Establish an Equity Knowledge Network through the Knowledge Network for Applied Education Research to facilitate knowledge mobilization processes to improve education and leadership conditions and supports needed to advance equity.
- Establish an expert equity community advisory group to serve as a resource for the Education Equity Secretariat and the school board community.

Outcomes/Performance Measures

1. Organizational culture change at the Ministry of Education

Years 1 and 2 (2017–18 to 2018–19)

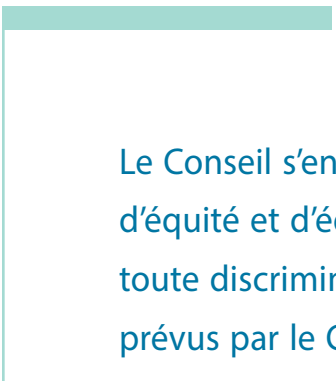
- Employee policies and practices are amended and augmented as needed.
- Mechanisms are developed to monitor and publicly report on ministry participation in human rights compliance and equity training.
- Human rights compliance and equity efforts are explicitly reported in senior management performance appraisals.
- Guidelines for an inclusive appointments process are developed.
- Partnerships are established to support knowledge mobilization of equity research and practice across the sector.

Year 3 and beyond (2019–20+)

- Ministry policies and procedures are used as a model for the education sector and for other ministries.
- Individual and group capacity is being developed to understand the impacts of structural inequity, and ministry staff are building

the confidence and skills to counter systemic barriers and discriminatory practices.

- Effective practices for identifying and removing systemic barriers and biases in our daily work have been identified.
- Human Resources has implemented a continuous cycle of assessment to detect discriminatory biases in ministry policies and practices.
- The ministry demonstrates by example that a fair and equitable workplace must be at the core of workplace culture.
- Advisory groups and committees are inclusive and diverse.
- The culture of the Ministry of Education is recognized as one that upholds and promotes human rights and equity.
- Criteria are developed to assess the impact of the Learning Opportunities Grant from an equity perspective.
- An expert equity community advisory group is created to provide advice to the Education Equity Secretariat and school boards on the implementation of Education Equity Action Plan initiatives.
- There is evidence of greater impact of the Learning Opportunities Grant in addressing disparities in student achievement and well-being.
- There is more cross-sector buy-in of equity initiatives, as a result of the work of the expert equity community advisory group.



Le Conseil s'engage à respecter les principes d'équité et d'éducation inclusive et à contrer toute discrimination fondée sur les motifs illicites prévus par le Code des droits de la personne de l'Ontario, soit la race, l'ascendance, le lieu d'origine, la couleur, l'origine ethnique, la citoyenneté, la croyance, le sexe, l'orientation sexuelle, l'âge, l'état matrimonial, l'état familial ou le handicap.

The board is committed to respecting equity and inclusive education principles and to opposing all discrimination based on prohibited grounds as determined by the Ontario Human Rights Code, whether it is race, ancestry, birthplace, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability.

– Statement from from the Conseil Scolaire Viamonde




Conclusion

The desire for equity is an aspiration that drives our collective and continuous pursuit of fairness and respect for human rights in all that we do. Ontario's Education Equity Action Plan links equity more explicitly to its roots in fundamental human rights.

Ontario's path to equity has been and will continue to be supported by the contributions of thousands of remarkable educators, students and parents. While we have made great strides together, we must now redouble our efforts. Rooted in the core priorities of the Equity and Inclusive Education Strategy, we must continue to strive towards positive, equitable learning and working environments, identifying and eliminating sources of systemic discrimination, and accountability with respect to reporting results to the public.

Ensuring equity is a necessary foundation for improving student achievement, promoting student and staff well-being, and enhancing confidence in the publicly funded school system. *Achieving Excellence* is an ambitious vision that challenges the education system to go beyond simply graduating successful students to developing resilient and engaged citizens. Ontario's Education Equity Action Plan will help us get there.

ontario.ca/educationequity

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Equity Action Plan



2018-2021



Toronto Catholic District School Board

EQUITY ACTION PLAN

2018 - 2021



<https://www.tcdsb.org/Board/EIE/Pages/equity-action-plan.aspx>



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**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2018 - 2019**

Wards

1.	Joseph Martino	416-512-3401
2.	Markus de Domenico	416-512-3402
3.	Ida Li Preti	416-512-3403
4.	Teresa Lubinski	416-512-3404
5.	Maria Rizzo, Chair	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande, Vice-Chair	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Norm Di Pasquale	416-512-3409
10.	Daniel Di Giorgio	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Taylor Dallin, Student Trustee	416-512-3413
	Joel Ndongmi, Student Trustee	416-512-3417

Rory McGuckin, Director of Education

Maria Rizzo, Chair of the Board

MESSAGE FROM THE CHAIR AND THE DIRECTOR

The Toronto Catholic District School Board maintains its commitment to equity and inclusion as ever-present goals, critical responsibilities and moral imperatives. Our three-year Equity Action Plan is a renewal of our promise to ensure equity at all levels of our system as we strive to close the achievement gap, enhance student physical, mental, and spiritual well-being, and ensure equity of opportunity and outcomes for all.

As a Catholic learning community, we are inspired and guided by the Gospel in our relentless pursuit of equity as a value rooted in our faith. We know that the Gospel is best lived through action. It is for this reason that we have developed the Plan in the pages that follow. It is our call to act with intentionality to ensure that those we serve are treated with respect and dignity as brothers and sisters in Christ.

The Plan is comprehensive. Modeled on Ontario's Education Equity Action Plan, 2017, it encompasses school and classroom practices, leadership governance and human resource practices, data collection integration and reporting, and organizational culture in a Catholic learning community.

Our schools and classrooms must be places where students' lived experiences are valued and celebrated; where they see themselves in the curriculum; where they are authentically engaged; and where barriers to their success are identified and removed. Our governance and human resource practices will support welcoming, safe, and inclusive learning environments and ensure that those who serve our communities reflect our diversity. We must also know more deeply who we are. Data collection, integration and reporting will help us to better understand our needs and our strengths, inform our decisions, and guide our actions. Equity must be the lens through which we embrace and manage cultural change in our Catholic learning community.

The work of equity calls upon each of us to act with sincerity, integrity, and commitment to ensure that everyone feels a sense of belonging, and is encouraged and supported to thrive and succeed to the best of their abilities. As we work to bring this action plan to life, let us remember to see the face of Christ in every child, every parent and every co-worker.

Sincerely,



Rory McGuckin
Director of Education



Maria Rizzo
Chair of the Board

OUR MISSION

The Toronto Catholic District School Board (TCDSB) is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.



The mission and vision of the TCDSB work in concert with the Ministry of Education's interconnected goals as expressed in *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*
<http://edu.gov.on.ca/eng/about/renewedVision.pdf>



Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.

Ensuring Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.

Promoting Well-Being: All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.

Enhancing Public Confidence: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

DIVERSITY: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

EQUITY: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

INCLUSIVE EDUCATION: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

ACCOMMODATION: An adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds.

ANTI-DISCRIMINATION: Opposition to the unjust and prejudicial treatment of different categories of people.

BARRIER: An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

BIAS: An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

CATECHISM: A Church-approved systemic presentation of Catholic faith and of Catholic doctrine issued by the Holy See and updated periodically. Local Ordinaries, taking into account the provisions of the Catechism, may issue local catechisms to be used in their dioceses.

CREED: One of the prohibited grounds of discrimination in the Ontario Human Rights Code, interpreted by the Ontario Human Rights Commission to mean "religious creed" or "religion". Creed is "a professed system and confession of faith, including both beliefs and observances or worship" that is "sincerely held" and includes non-deistic belief systems. Creed does not include "secular, moral, or ethical beliefs or political convictions" or "religions that promote violence or hate towards others or that violate criminal law: Individuals who do not belong to a religion or practise any specific faith are also protected by the Code.

CULTURALLY RESPONSIVE AND RELEVANT PEDAGOGY: The use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make to, and effective for, them.

DENOMINATION: A religious organization whose congregations are united in their adherence to its beliefs and practices.

DISCRIMINATION: Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

ETHNOCULTURAL: Relating to or denoting a particular ethnic group.

ONTARIO HUMAN RIGHTS CODE (the "Code"): A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment.

RELIGIOUS ACCOMMODATION: An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

UNDER-REPRESENTED COMMUNITIES: Communities in which there exists a disproportion between the racial and cultural make-up of students and the education workers (teachers, CYWs, EAs, ECEs) who serve them.

GUIDING PRINCIPLES OF EQUITY

These guiding principles articulated in *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* (p. 11) are central to the plan.



EQUITY AND INCLUSIVE EDUCATION:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broader community;
- builds on and enhances previous and existing initiatives; and
- is demonstrated throughout the system.

<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

A CATHOLIC EQUITY ACTION PLAN

*“Preach the Gospel at all times.
Use words if necessary.”*

These well-known words, attributed to St. Francis of Assisi, speak to action, which is at the very heart of the *Toronto Catholic District School Board’s Equity Action Plan*. The Plan outlines what the TCDSB will do, with intentionality, at all levels of the organization to ensure that equity permeates in our classrooms, school communities, and in our central offices. In a Catholic learning community, equity and inclusion are a moral imperative.



SCRIPTURAL FOUNDATIONS FOR EQUITY

Sacred Scripture inspires all members of the Toronto Catholic District School Board family to create an inclusive and equitable learning community. Rooted in the belief that we are created in the image and likeness of a loving God, we are essentially brothers and sisters.

The following scriptural passages are among the many teachings which guide us in our efforts to create inclusive communities of fairness, acceptance, and equity.

“Jesus answered, ‘Who is my mother?
Who are my brothers?’
Then he pointed to his disciples and said,
‘Look! Here are my mother and my brothers!
Whoever does what my father in heaven wants
him to do, is my brother, my sister and my mother.’”

Matthew 12: 48-50

“There shall be one fold and one shepherd.”

John 10: 16

“And now I give you a new commandment: love one another.
As I have loved you, so you must love one another. If you have
love for one another, then everyone will know that you are my
disciples.”

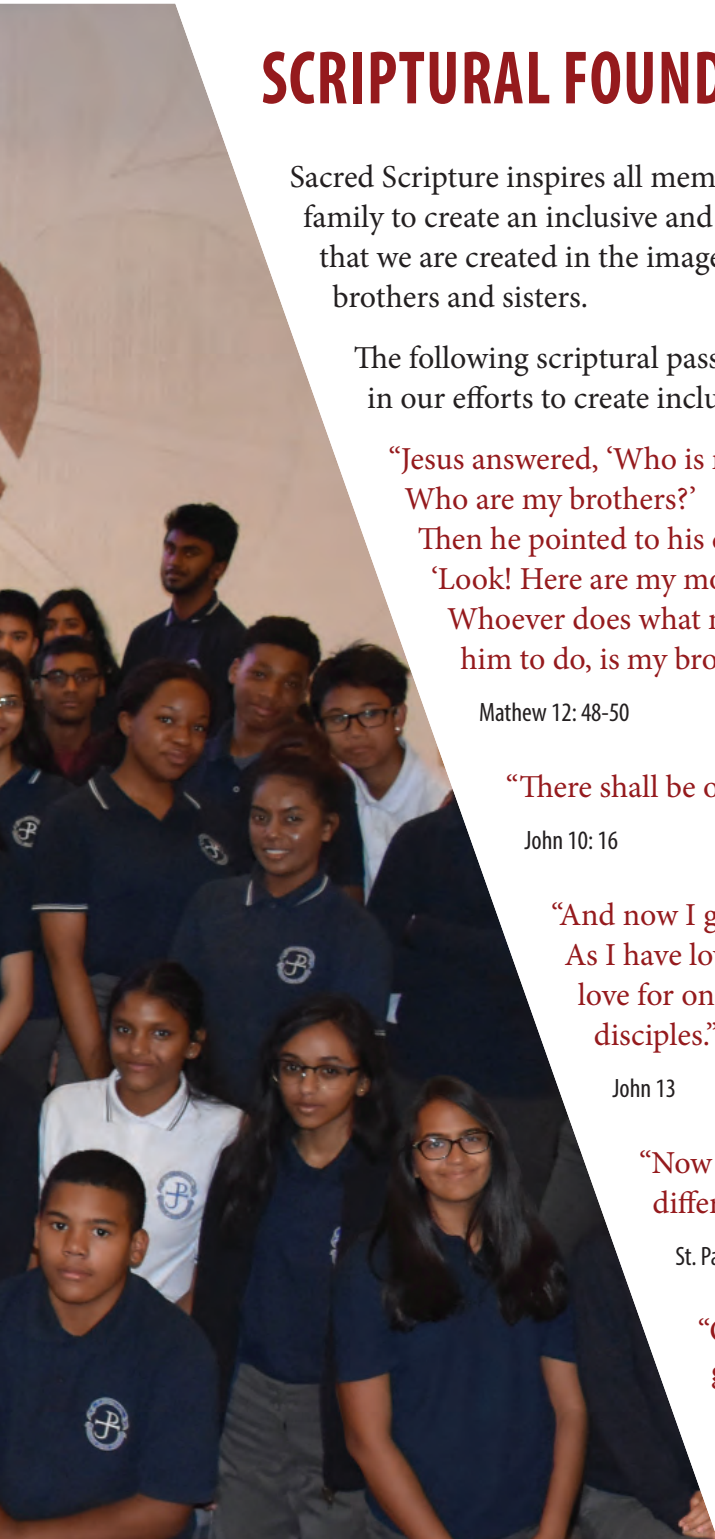
John 13

“Now you together are Christ’s body; but each of you is a
different part of it.”

St. Paul in 1st Corinthians 12:27

“Our gifts differ according to the
grace given us.”

Romans 12:6



EQUITY: A VALUE ROOTED IN GOD

One of the most important goals of education is building relationships. Equity, in its basic form, is a concept for understanding, respect and relationships. Simply put, equity promotes relationships through fairness and inclusivity. While fairness encourages us to acknowledge that everyone has a story and to appreciate the beauty of that story, inclusion challenges us to accept and fit each of our stories into the wider story of our common humanity.

The good face and reputation of every institution depends on its ability to create and maintain the balance between fairness and inclusion; between celebrating diversity and ensuring a fair-minded ethos within the relationships of its members. The Toronto Catholic District School Board holds the quality of the relationship of its members as a top priority and provides an environment that values all. This is beautifully reflected in our mission statement:

"The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity".

In other words, the quality of our relationships must be "nurtured by our relationship with God, from where springs the deeper roots of equity" (cf. Psalm 98:9). As a Catholic institution, we believe that "all people are created equal and made in the image and likeness of God" (cf. Genesis 1:26-28), and we affirm that equity is a value rooted in God. The scripture defines "God as love" (1 John 4:8) "and as a father who cares for all and has compassion on all his children" (Ps 103:13-14). "He loves righteousness and justice" (Ps 33:5), "and makes justice the foundation of his throne" (Ps 97:2). Hence, it is discernible that equity through fairness and inclusion is fundamental to God's relationship with all human beings. The quality of this "creation-covenant relationship with God begins with God's positive appraisal that none of his creation is inherently bad" (cf. Genesis 1:31 & 1 Timothy 4:4).

As the creator, God appreciates all his creation. Likewise, he has established a just, fair and integral relationship with all human beings and encouraged us to do the same. This fact is memorably echoed by the prophet Micah: "What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?" (Micah 6:8).

As a loving father, God does not discriminate but loves everyone as his children. This pronouncement of love is fulfilled in Jesus Christ. Through the incarnation, God concretely expressed the importance of equity in his love for us. The gospels remind us that Jesus did not die for only a few fortunate people.

"No, Jesus died for all" (cf. John 3:16 & 2 Corinthians 2:14-15).

Also, St. Peter captures the essence of this same truth thus: "I truly understand that God shows no partiality; but in every nation, anyone who fears him and does what is right is acceptable to him" (Acts 10:34-35).

"Thus, in Jesus, the character of God cries out for righteousness and justice, and equity is entrenched as one of the primary teachings of the doctrine of grace" (cf. Romans 2:11; Ephesians 6:8-9).

Therefore, the scripture passages cited here help us to understand the common religious grounds for making equity an important and treasured value.

Our relationships ought to be fair and just because we all belong equally to the same family of God.

"If Jesus calls all of us his mother and brothers and sisters" (Matt 12:49), we are encouraged to relate with one another as members of the same family of God. Relating as a "family is basic for developing attitudes of fairness, sincerity, nondiscrimination and uprightness which will provide an educational environment where all will have life in abundance" (cf. John 10:10).



BACKGROUND



"Ensuring equity is a central goal of Ontario's publicly funded education system, as set out in *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014). It stems from a fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of their background, identity or personal circumstances."

Ontario's Education Equity Action Plan, 2017, p. 3



With its mandate to instruct students to uphold the tenets of the Catholic of Faith and live as followers of Jesus Christ, the Board upholds the centrality of equity and inclusion and recognizes that discrimination, in all its forms is incompatible with Catholic moral principles. Informed by Catholic Gospel values, the TCDSB has a long tradition of nurturing equity and inclusion in response to the needs of its diverse population of learners in a large urban centre.

"We proclaim that every individual young or old is to be treated with reverence
and that we are to see the face of Christ in every person."

Statement from the Assembly of Catholic Bishops of Ontario, January 14, 2011



Building on the early work of the Archdiocese of Toronto and initiatives undertaken by the then Metropolitan Separate School Board to address the needs of emerging and diverse multicultural and multiracial populations in its schools, the Board created the *Metropolitan Separate School Board Race and Ethnic Relations and Multiculturalism Policy* in 1984. This seminal document guided the Board's directions in the creation of race and ethnocultural policies and influenced the development of its equity and inclusive education strategy.



The Ministry of Education's Program Policy Memorandum 119 (1993) and its subsequent iterations in 2009 and 2013 provided the foundation and direction for school boards to develop and implement Policies on Anti-racism and Ethnocultural Equity. Policy Program Memorandum 119 (2009)

"...broadened the scope of PPM 119 (1993) to take into account a wide range of equity factors, as well as all of the prohibited grounds of discrimination under the Ontario Human Rights Code."

Grounds of Discrimination include: age ancestry, colour, race, citizenship and ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, sex, and sexual orientation.

The antiracism and ethnocultural policies in PPM 119 contain an express focus on

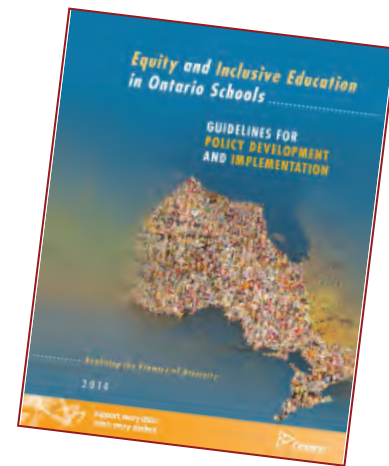
"...identifying and changing institutional policies and procedures, as well as individual behaviours and practices that may be racist in their impact."

PPM 119, 2013



Other foundational documents that speak specifically to equity, inclusion and anti-racism include:

- *Anti-Racism and Ethno-Cultural Equity in School Boards: Guidelines for Policy Development and Implementation* - 1993
- *Equity and Inclusive Education in Ontario Schools*, 2014



In parallel with the Province, over the better part of the last four decades, the TCDSB has shown deep commitment and leadership in ensuring equity. It has created equitable and inclusive learning environments and communities founded on Catholic principles of respect, inclusion, fairness, and social justice, in which every person is valued as a child of God. This work culminated in the creation of the TCDSB's *Catholic Equity and Inclusive Education Policy* H.M. 24, 2011.

Yet, we acknowledge that we must do more. In order to ensure equity of outcomes, we must address, with intentionality, persisting learning gaps for racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, students with disabilities, students with special education needs, children and youth in care, religious minorities, newcomers to Canada, and students experiencing poverty.

We must continue to identify and eliminate discriminatory practices, systemic barriers, and bias from our classrooms, our schools, and our offices. In the spirit of collaborative professionalism, and with the support of the province's Education Equity Secretariat, the TCDSB will work in partnership with all stakeholders to ensure equity of outcomes for all students. This plan will accelerate the Board's progress towards equity.

"Preach the Gospel at all times.
Use words if necessary."



DESIGN OF THE TCDSB'S THREE-YEAR EQUITY ACTION PLAN

The actions in this plan will be completed within the 2018 -2021 timeframe.

Our plan has been adapted from *Ontario's Education Equity Action Plan (2017)*.

It consists of four components:



The first three areas of focus are adopted as they appear in *Ontario's Education Equity Action Plan (2017)*. The fourth has been adapted to address the uniquely Catholic concept of equity in the TCDSB's organizational culture.

For each component, the plan outlines Equity Actions, Timelines, and Outcomes and Performance Measures (pp. 26).

SCHOOL AND CLASSROOM PRACTICES



The Toronto Catholic District School Board serves a diverse community of learners. Equitable school and classroom practices are essential to the creation of a learning environment in which all students and staff experience the richness of diversity.

In such a supportive learning environment, student engagement will be enhanced so that students will reach their potential, and equity of outcomes will be achieved.

Key characteristics of equitable school and classroom practices include:

- the identification and removal of existing systemic barriers and avoidance of such barriers as we develop new policies and programs;
- collaboration with education partners, students, parents, and communities to examine and address any systemic barriers, so that students can achieve and pursue their chosen pathways;
- the improvement of teacher efficacy in culturally responsive and relevant pedagogy so that students see themselves in curriculum, curriculum delivery and assessment, as well as curriculum content;
- the enhancement of equitable and fair discipline processes for racialized students, Indigenous students and students with disabilities;
- the application of equitable resource allocation to support the Board's health and well-being strategy; and
- the mitigation of the effects of poverty in the learning environment.



LEADERSHIP, GOVERNANCE, AND HUMAN RESOURCE PRACTICES



Leadership is essential in the achievement of equity. As articulated in the Board's Multi-Year Strategic Plan, Catholic leaders strive to "create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration."

In this endeavour, the Catholic model/ethos of servant leadership is the foundation upon which caring, safe, inclusive, and equitable learning and working communities are built.

Transparency and accountability in governance will improve service delivery and build public confidence and trust. To this end, in accordance with the Multi-Year Strategic Plan, Catholic leaders must ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the Board.

Key characteristics of **Equitable Leadership, Governance** and **Human Resource** Practices include:

- enhanced diversity in recruitment, hiring, and promotion of staff to ensure that the diversity of our student population is reflected in our educators and in our school and system leaders;
- the inclusion of equity goals in annual growth plans and performance appraisals of vice principals, principals, business leaders, and superintendents;
- the promotion of diversity in the teaching profession and the removal of barriers in under-represented communities with a specific focus on ensuring Indigenous groups are represented;
- provision of professional learning opportunities focused on equity, inclusion, and human rights for staff and trustees;
- increased educator capacity and knowledge of Indigenous histories and ways of knowing;
- the establishment of formal structures and processes to review, promote and ensure compliance with the Ontario Human Rights Commission (OHRC) and related legislation on equity and inclusion; and
- enhanced transparency and accountability in governance.

DATA COLLECTION, INTEGRATION, AND REPORTING



In order to ensure equity we must understand who our staff and students are.

The collection and analysis of voluntarily provided identity-based data will enable the Board to make evidenced-based decisions.



The key characteristics of a system informed by **identity-based data collection, integration and reporting** include:



- the precise identification and removal of barriers to student success;
- the equitable allocation of resources targeted to meet individual school and community needs;
- the development of equitable recruitment, hiring, and promotion practices; and
- system-wide professional learning to build equity competencies such as the understanding of internal bias, empathy and relationship building, self-regulation, self-education, and cultural sensitivity.

ORGANIZATIONAL CULTURE CHANGE IN A CATHOLIC LEARNING COMMUNITY



"In accordance with the Catholic Faith and the Church's moral teachings as found in the Catechism and other teachings of the Magisterium, the Board provides an educational environment which supports and embraces diversity within its Catholic community, demonstrates respect for all, and values each as a child of God."

TCDSB's Catholic Equity and Inclusive Education Policy, H.M. 24

Guided by our Catholic Teachings and our Faith, the Board will work within the triad of home, school and parish to nurture, enhance, and sustain a culture of equity, inclusion, fairness and social justice.

Key characteristics of a **sustainable Catholic culture** of equity include:

- the application of the equity lens to internal structures, policies, programs, and practices;
- the provision of professional learning opportunities focused on human rights compliance; and
- the assurance that the equity perspective informs and is integral to the development and implementation of the three-year pastoral plan: **"we BELONG, we BELIEVE, we BECOME"**.



THE TCDSB'S THREE-YEAR EQUITY ACTION PLAN COMPLEMENTS:

The Toronto Catholic District School Board's Three-Year Equity Action Plan intersects with and supports:

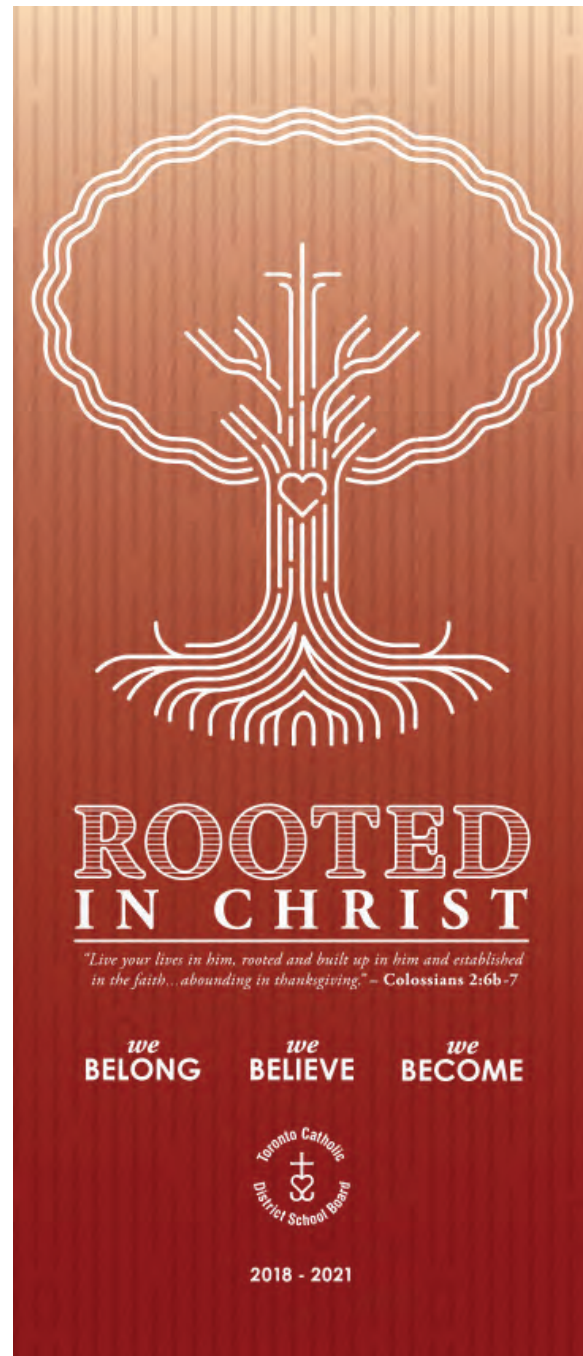
- Three-Year Pastoral Plan: Rooted in Christ, "we BELONG, we BELIEVE, we BECOME",
- the Multi-Year Strategic Plan,
- the Board Learning Improvement Plan,
- Growing Success,
- the Ontario Catholic School Graduate Expectations,
- the Catholic Equity and Inclusive Education Policy (H.M. 24),
- the Ontario Catholic Leadership Framework, and
- the School Effectiveness Framework.



THREE-YEAR PASTORAL PLAN: ROOTED IN CHRIST, we BELONG, we BELIEVE, we BECOME

Our TCDSB three-year pastoral plan, **“Rooted in Christ: we BELONG, we BELIEVE, we BECOME”** nurtures inclusion by fostering a sense of belonging to God and one another. It strengthens our faith in God and sustains Catholic Community as we strive to fulfill our Mission and Vision.

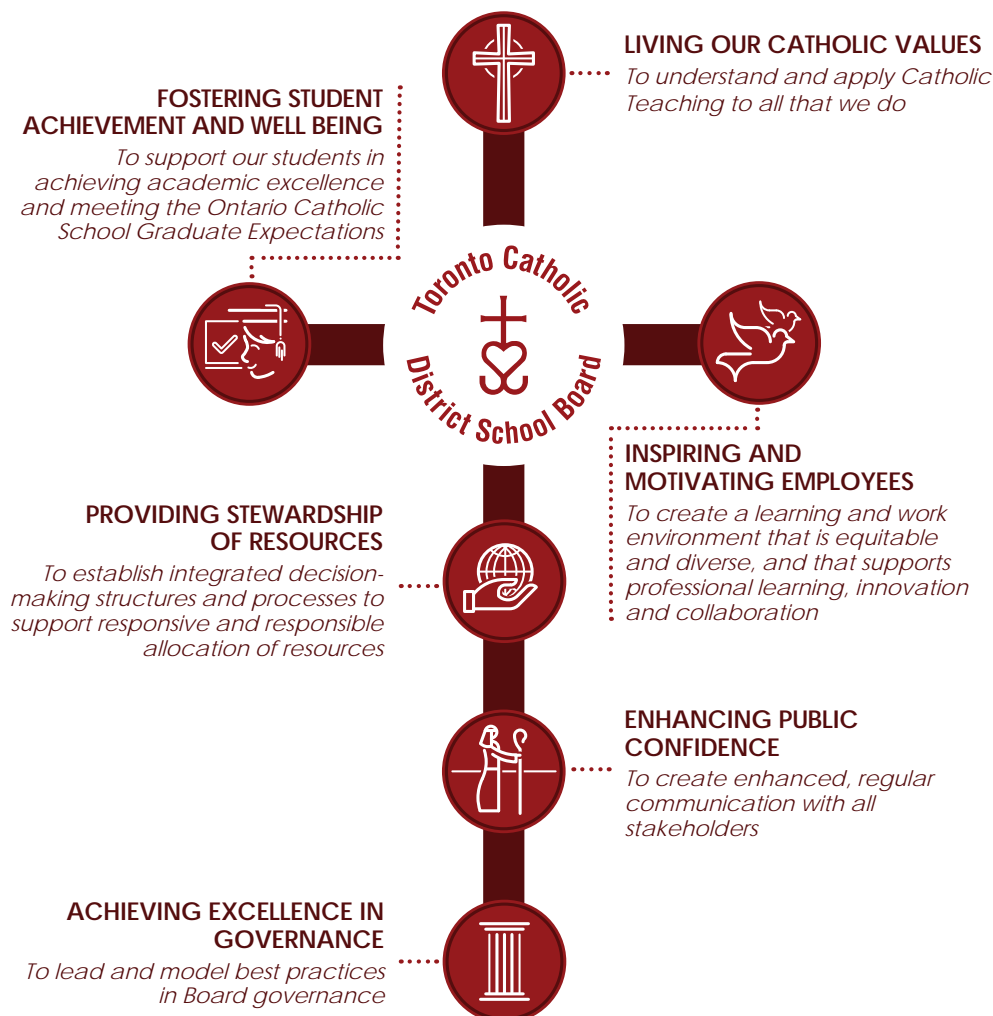
This Equity Plan supports the Pastoral Plan through actions which engender caring relationships, value the unique gifts of every person, celebrate diversity, promote inclusion, and help create safe and welcoming work and learning environments.



THE MULTI-YEAR STRATEGIC PLAN

Catholic equity, diversity, and inclusivity permeate the Toronto Catholic District School Board's Multi-Year Strategic Plan's six strategic directions, nine priority areas, and 38 goals. Specifically, the Toronto Catholic District School Board's Equity Action Plan supports the following MYSP goals:

OUR STRATEGIC DIRECTION 2016-2021



LIVING OUR CATHOLIC VALUES

We believe...

- in the worth and dignity of every person,
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person,
- that equity, diversity, accessibility, and inclusivity are integral to the Catholic community.

FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

To create welcoming, healthy and equitable learning environments for all students:

- provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential;
- strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met;
- strive to ensure that all students are eating nutritionally and are physically fit;
- provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.





ENHANCING PUBLIC CONFIDENCE

- strive to ensure equitable treatment of all stakeholders.

INSPIRING AND MOTIVATING EMPLOYEES

- create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration.

PROVIDING STEWARDSHIP OF RESOURCES

- To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources

ACHIEVING EXCELLENCE IN GOVERNANCE

- To lead and model best practices in Board governance



THE BOARD LEARNING IMPROVEMENT PLAN

The Board Learning Improvement Plan reflects the vision for education in Ontario, which is to support every child and reach every student through: Achieving Excellence: High levels of expectations, **Ensuring Equity**, Promoting Well-being, Enhancing Public Confidence.

The Equity Action Plan supports the goals and evidence-based strategies outlined within the four areas of focus of the Board Learning Improvement Plan.



Areas of Focus:

HOME, SCHOOL AND PARISH: Nurturing Our Catholic Community

Evidence-based Strategies:

- Implement the new Pastoral Plan, 'Rooted in Christ; we Belong, we Believe, we Become'

CURRICULUM, TEACHING AND LEARNING: A Focus on Assessment Practices

Evidence-based Strategies:

- Embed fair and equitable assessment practices and use culturally responsive resources in all professional learning sessions
- Identify specific subgroups with learning gaps and accessibility challenges (example: special education and ELL) and plan appropriate and timely interventions
- Differentiate support based on school and/or student needs
- Integrate Indigenous knowledge and teaching methods in classrooms and school

PATHWAYS, PLANNING AND PROGRAMMING: Student Engagement and Well-Being

Evidence-based Strategies:

- Create new, diverse and culturally responsive partnerships for Pathways programs

SCHOOL AND CLASSROOM LEADERSHIP: Professional Learning, Collaboration, and Engagement

Evidence-based Strategies:

- Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices
- Engage in a cyclical learning process of inquiry: plan, act, observe and reflect, with a focus on culturally relevant and responsive pedagogy



GROWING SUCCESS

ASSESSMENT, EVALUATION AND REPORTING IN ONTARIO SCHOOLS

The actions in this plan support the fundamental principle articulated in *Growing Success – Assessment, Evaluation and Reporting in Ontario Schools (2010)* that assessment and evaluation practices and procedures be “...fair, transparent, and equitable for all students.”



<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS



▲
A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;

The Ontario Catholic School Graduate Expectations articulate the skills, knowledge, values, and beliefs to which Catholic graduates aspire. They are founded on the fundamental belief in the dignity and value of every person. As such, they encompass a uniquely Christian notion of equity. Following are two specific expectations that intersect with this equity action plan:

A responsible citizen ►
who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



THE CATHOLIC EQUITY AND INCLUSIVE EDUCATION POLICY (H.M. 24)

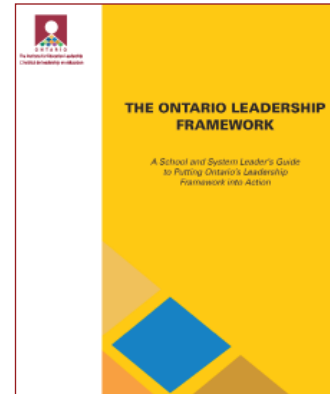
The Toronto Catholic District School Board's Catholic Equity and Inclusive Education Policy (2011) consists of twelve regulations that encompass equity within the Catholic context. This plan supports and animates these regulations.

<https://www.tcdsb.org/Board/Policies/Pages/hm24.aspx>

THE ONTARIO CATHOLIC LEADERSHIP FRAMEWORK

Guided by Gospel values and Catholic teachings, Catholic School and System Leaders have the important responsibility of ensuring equity in learning and working environments. Equity and inclusivity are central in *The Ontario Catholic Leadership Framework* (2013).

https://www.education-leadership-ontario.ca/application/files/8814/9452/4183/Ontario_Leadership_Framework_OLF.pdf



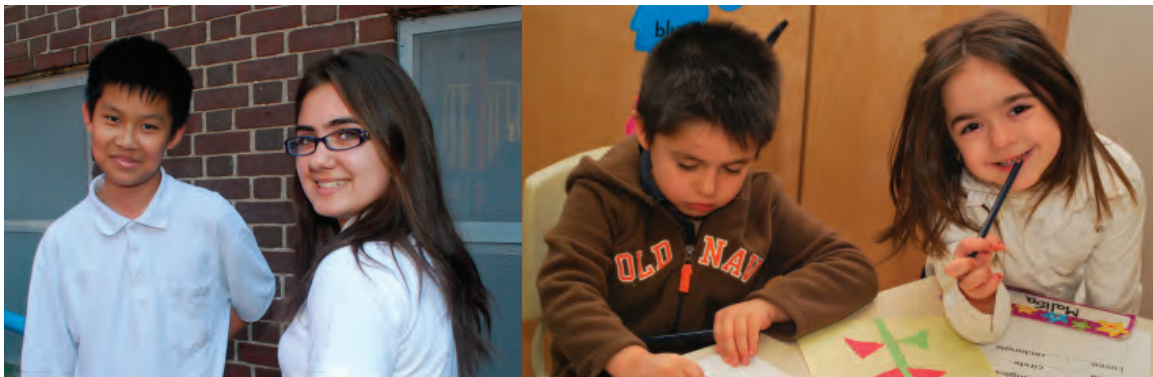
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

- Create and sustain a caring Catholic school culture

DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES

In building productive relationships with families and the community, Catholic school leaders:

- create a school environment in which parents are welcomed, respected and valued as partners in their children's learning;
- work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school;
- encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved; and
- help connect families to the wider network of social services as needed.

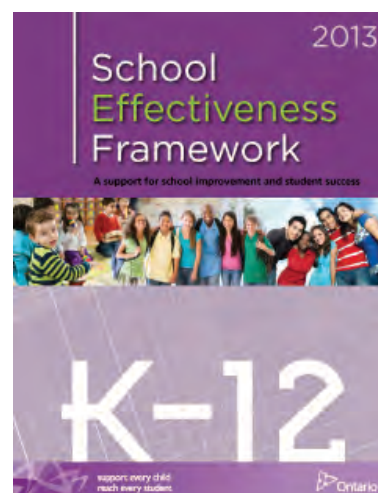


THE SCHOOL EFFECTIVENESS FRAMEWORK: A SUPPORT FOR SCHOOL IMPROVEMENT AND STUDENT SUCCESS, 2013

The TCDSB Three-Year Equity Action Plan supports The School Effectiveness Framework (SEF).

Developed by the Ministry of Education, the SEF is a self-assessment tool for schools. It provides a set of evidence-based criteria for schools to engage in self-reflective practice to inform school improvement planning. It consists of six components:

1. Assessment for, as and of Learning;
2. School and Classroom Leadership;
3. Student Engagement;
4. Curriculum, Teaching and Learning;
5. Pathways Planning and Programing; and
6. Home, School and Community Partnerships.



While equity permeates all six components the School Effectiveness Framework, it is explicit in the following components and indicators:

SEF COMPONENT	INDICATOR
School and Classroom Practice	2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment
Student Engagement	<p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).3.3</p>
Curriculum, Teaching and Learning	4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.



SCHOOL AND CLASSROOM PRACTICES



GOAL

As measured by an annual equity survey, all schools will ensure that:

- students see themselves reflected in the curriculum;
- assessment strategies are equitable and permit students to demonstrate their learning in relationship to curriculum expectations;
- systemic barriers are removed for students from low income environments, racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, children and youth in care, students with disabilities, and students with special education needs; and
- safe, healthy, and caring school communities are created by ensuring disciplinary practices and procedures are fair and equitable for all students.

PRIORITY ACTION	SUPPORTING ACTIONS
1. Strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources to ensure that student learning and assessment are responsive to students' lived experiences.	• With the help of expert facilitators, continue to provide professional development on culturally responsive and relevant pedagogy for department heads and secondary principals at fall and spring Department Heads' Conferences.
	• Provide professional learning focused on culturally responsive and relevant pedagogy for Student Success teams.
	• Develop professional learning opportunities on how to incorporate student voice to inform curriculum and teaching and support student engagement.
	• Continue to monitor and support schools in the implementation of fair and equitable assessment for learning practices in adherence with the seven principles of assessment in Growing Success (p.6).
	• Provide in-services on best practices in equity and culturally and linguistically relevant pedagogy (CLRP) for members of the Teaching and Learning Collaborative to support CLRP in schools.



Each day, provide a welcoming environment as students arrive to school. Listen to their stories and help them discover the connection between the larger biblical story that forms us as Christians and their own lived experiences.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2018	Increase capacity in the implementation of culturally responsive and relevant pedagogy
2018+	
2019-2020	
2018+	
2018	





SCHOOL AND CLASSROOM PRACTICES



GOAL

As measured by an annual equity survey, all schools will ensure that:

- students see themselves reflected in the curriculum;
- assessment strategies are equitable and permit students to demonstrate their learning in relationship to curriculum expectations;
- systemic barriers are removed for students from low income environments, racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, children and youth in care, students with disabilities, and students with special education needs; and
- safe, healthy, and caring school communities are created by ensuring disciplinary practices and procedures are fair and equitable for all students.

PRIORITY ACTION	SUPPORTING ACTIONS
2. Assess learning resources for accessibility and diversity.	• Develop culturally and linguistically relevant resources for K-12 and strategies through the annual summer writing project initiative.
	• Continue to enhance elementary school block budgets on the basis of demographic data with the stipulation that a minimum of 20% of the enhancement be used for the purchase of resources that support culturally responsive and relevant pedagogy.
	• Central resource staff will produce a list of recommended resources to support purchasing decisions for effective materials that enhance culturally and linguistically responsive pedagogy.
	• Develop a portal for teacher librarians and library technicians for equity-based resources.
	• Review and update learning commons' resources to ensure diversity.
	• Review Special Education policies and procedures regarding accessible resources, teacher professional development, and access to technology in order to address a variety of barriers as identified by stakeholders and outlined in the Ontario Human Rights Commission's document, <i>Accessible Education for Students with Disabilities</i> , March 2018.
3. Ensure the history of residential schools, treaties, and colonialism are taught.	• Provide professional development for the implementation of the recently published indigenized social studies curriculum including the teaching and learning strategies needed to present the history of colonialism and residential schools from a Catholic perspective.

Each day, provide a welcoming environment as students arrive to school. Listen to their stories and help them discover the connection between the larger biblical story that forms us as Christians and their own lived experiences.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2019 (spring)	Portal of equity-based resources for librarians, library technicians Increased access to learning materials that support culturally responsive and relevant pedagogy
2018+	
2018	
2019-2020	
2018+	
2019	
2018+	Increase capacity in the implementation of the recently indigenized social studies curriculum



SCHOOL AND CLASSROOM PRACTICES



GOAL

As measured by an annual equity survey, all schools will ensure that:

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- systemic barriers are removed for students from low income environments, racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, children and youth in care, students with disabilities, and students with special education needs; and
- safe, healthy, and caring school communities are created by ensuring disciplinary practices and procedures are fair and equitable for all students.

PRIORITY ACTION	SUPPORTING ACTIONS
4. Provide professional learning to combat Islamophobia, anti-Semitism, racism, homophobia and transphobia.	<ul style="list-style-type: none"> • Partner with associations to develop professional learning focused on combating Islamophobia, anti-Semitism, racism, homophobia and transphobia for senior leaders, principals/vice principals and teaching staff.
5. Support student pathway choices.	<ul style="list-style-type: none"> • Work with stakeholders to examine and address systemic barriers to pathway choices and graduation. • Examine different approaches to support appropriate gr. 9 pathway choices.
6. Address suspension, expulsion, and exclusion rates.	<ul style="list-style-type: none"> • Continue to work with the 15 board provincial committee to develop a consistent approach to the collection, disaggregation, and analysis of identity-based safe schools data. • Gather data on suspensions, expulsions, and on groups affected, and identify ways to address disparities revealed by the data. • Launch a collaborative inquiry to enhance existing effective strategies and supports to mitigate disparities in suspension and expulsion rates among marginalized students, and develop and implement additional supports as required.
7. Increase parent engagement in equity and inclusive education.	<ul style="list-style-type: none"> • Support Catholic School Parent Councils (CSPCs) in developing equity-focused parent engagement initiatives in their Parent Reaching Out (PRO) grant applications; have Community Relations Officers assist CSPCs to create PRO grant applications with an equity and inclusive education focus.

Each day, provide a welcoming environment as students arrive to school. Listen to their stories and help them discover the connection between the larger biblical story that forms us as Christians and their own lived experiences.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2019-2020	Increase sensitivity to prohibited areas of discrimination in the Ontario Human Rights Code
2019-2020	Increased use of pathways planning platforms (<i>All About Me, My Blueprint</i>) to guide students pathway choices
2019-2020	
2019-2020	Decrease in the suspension and expulsion rates for marginalized students
2019-2020	
2019-2020	
2019+	A greater number of PRO grant applications with an equity focus



SCHOOL AND CLASSROOM PRACTICES

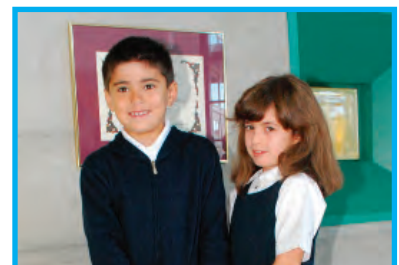


GOAL

As measured by an annual equity survey, all schools will ensure that:

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- assessment strategies are equitable and permit students to demonstrate their learning in relationship to curriculum expectations;
- systemic barriers are removed for students from low income environments, racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, children and youth in care, students with disabilities, and students with special education needs; and
- safe, healthy, and caring school communities are created by ensuring disciplinary practices and procedures are fair and equitable for all students.

PRIORITY ACTION	SUPPORTING ACTIONS
8. Identify strategies for reaching out to parents disengaged from the education system.	<ul style="list-style-type: none"> • Develop a strategy to increase diversity on Catholic Parent Involvement Committee (CPICs).
9. Create an Indigenous Education Advisory Committee.	<ul style="list-style-type: none"> • Continue to work with the TCDSB Indigenous Education Advisory Committee to improve outcomes for Indigenous students.
10. Develop a system-wide strategy based on the Catholic principle of “preferential option for the poor” to mitigate the effects of poverty on student achievement and well-being.	<ul style="list-style-type: none"> • Implement Equity-Poverty Action Networks (E-PANs) in each superintendency to provide professional development on poverty mitigation, enhance partnerships with community agencies, and enhance parental and parish engagement.
11. Support mental health and well-being through the Catholic equity lens.	<ul style="list-style-type: none"> • Develop an equity audit checklist for administrators and teachers that supports equity, diversity, and inclusion.
	<ul style="list-style-type: none"> • Leverage the role of the equity representative on school-based mental health and well-being action teams to promote equity in students’ emotional, spiritual, and psychological well-being.



Each day, provide a welcoming environment as students arrive to school. Listen to their stories and help them discover the connection between the larger biblical story that forms us as Christians and their own lived experiences.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2019+	Use of the effective models of parent engagement to increase engagement and diversity on parent councils
2018	Increased involvement of Indigenous partners in improving outcomes for Indigenous students
2018+	Enhanced school level capacity to mitigate the effects of poverty in student achievement
2019	Equitable access to mental health supports The fostering of mentally healthy environments
2018+	





LEADERSHIP, GOVERNANCE AND HUMAN RESOURCE PRACTICES



GOAL

As measured by an annual equity survey, the TCDSB will ensure that:

- there are equity goals in performance appraisal plans for all school and system leaders;
- there is increased reporting on progress of equity goals by the director;
- there is greater diversity among teachers and other education workers through the removal of barriers to hiring and promotion with a specific focus on ensuring Indigenous groups are represented in our Catholic School System;
- all leadership programs enhance awareness and promote the development of equity competencies;
- there is regular training on equity, inclusion, and human rights for staff and trustees;
- there is enhanced educator capacity and knowledge of Indigenous histories and ways of knowing; and
- formal structures are created to promote and ensure compliance with the OHRC and related legislation on equity and inclusion.

PRIORITY ACTION	SUPPORTING ACTIONS
1. Enhance accountability for equity and human rights in principal, vice principal, and supervisory officer performance appraisals by ensuring that equity goals are included in performance plans.	<ul style="list-style-type: none"> • Require all business leaders to include equity goals in their Annual Growth Plan (AGP).
	<ul style="list-style-type: none"> • Implement equity requirements in principal and vice principal Annual Growth Plans and Performance Plans as per the amended O.Reg.234/10 (principal and vice principal performance appraisal) in order to develop leadership competencies and practices that will aid in the promotion of school cultures that uphold the principles of equity, inclusion, and human rights.
2. Enhance diversity in recruitment, hiring and promotion for: <ul style="list-style-type: none"> • Educators and • School leaders 	<ul style="list-style-type: none"> • Conduct yearly data analysis to measure the diversity of school board leadership (both academic and business) teams starting in 2019 (workforce census data 2019) in order to address gaps in hiring and promotion among under-represented groups.
	<ul style="list-style-type: none"> • Strengthen leadership development programs for teachers and principals such as fellowship and mentorship programs, with the objective of enhancing diversity in the pool of candidates for supervisory officers and principals.
3. Identify opportunities for collecting and analyzing additional demographic data related to the teaching profession for TCDSB.	<ul style="list-style-type: none"> • Leverage the functionality in the Apply To Education TCDSB portal to articulate the TCDSB commitment to equity and encourage candidates to self-identify to ensure that qualified under-represented candidates are granted an interview.

As you build relationships among parents, students, clergy, pastoral teams, teachers, staff, and community members, the atmosphere of trust, respect, and honesty you establish is critical in creating a community able to engage and accompany.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2018+	Explicitly-stated and monitored equity goals in the AGPs of the director, associate director, superintendents, principals, vice principals, and business leaders
2018+	
2019+	Increase in the number of applications and interviews of candidates in under-represented groups Measurable diversity increases in hiring and promotion - school and system leaders and educators
2018+	
2019+	Baseline data on the diversity of teachers and education workers with three years or less experience



LEADERSHIP, GOVERNANCE AND HUMAN RESOURCE PRACTICES



GOAL

As measured by an annual equity survey, the TCDSB will ensure that:

- there are equity goals in performance appraisal plans for all school and system leaders;
- there is increased reporting on progress of equity goals by the director;
- there is greater diversity among teachers and other education workers through the removal of barriers to hiring and promotion with a specific focus on ensuring Indigenous groups are represented in our Catholic School System;
- all leadership programs enhance awareness and promote the development of equity competencies;
- there is regular training on equity, inclusion, and human rights for staff and trustees;
- there is enhanced educator capacity and knowledge of Indigenous histories and ways of knowing; and
- formal structures are created to promote and ensure compliance with the OHRC and related legislation on equity and inclusion.

PRIORITY ACTION	SUPPORTING ACTIONS
4. Where designated groups are found to be under-represented, work with post-secondary partners to develop and implement outreach in undergraduate programs.	• Liaise with Faculties of Education and post-secondary institutions to identify and eliminate barriers to recruit teacher and Early Childhood Educator (ECE) candidates.
	• Use TCDSB workforce census identity-based data to identify teachers and education workers from under-represented groups to determine baseline data on the diversity of teachers and other education workers. On the basis of this data, develop and implement an outreach program in partnership with faculties of education and other institutions that train education workers.
	• In order to ensure equitable recruitment of Educational Assistants (EAs) and Child and Youth Workers (CYWs) from under-represented groups, partner with post-secondary institutions to determine the availability of candidates to create a pool of diverse applicants to be interviewed.
5. Incorporate human rights and equity content into the New Teacher Induction Program (NTIP).	• Continue to implement the equity-focused in-service module for NTIP teachers with an emphasis on human rights training.
6. Encourage and support representative promotion of teachers to principal-qualification programs.	• Use TCDSB Workforce Census Data to identify teachers with 3-5 years' experience with leadership potential from diverse and under-represented groups, and implement a formal mentorship program to support their leadership development.

As you build relationships among parents, students, clergy, pastoral teams, teachers, staff, and community members, the atmosphere of trust, respect, and honesty you establish is critical in creating a community able to engage and accompany.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2019	Partnership with faculties of education and other institutions that train education workers to attract under-represented groups into teaching and other educational roles for the Catholic education system
2019	
2018+	
2018+	Enhance equity competencies amongst NTIP teachers Increased number of equity focused goals on the NTIP strategy form
2018+	Early identification of diverse teachers with leadership potential through an enhanced mentorship program



LEADERSHIP, GOVERNANCE AND HUMAN RESOURCE PRACTICES



GOAL

As measured by an annual equity survey, the TCDSB will ensure that:

- there are equity goals in performance appraisal plans for all school and system leaders;
- there is increased reporting on progress of equity goals by the director;
- there is greater diversity among teachers and other education workers through the removal of barriers to hiring and promotion with a specific focus on ensuring Indigenous groups are represented in our Catholic School System;
- all leadership programs enhance awareness and promote the development of equity competencies;
- there is regular training on equity, inclusion, and human rights for staff and trustees;
- there is enhanced educator capacity and knowledge of Indigenous histories and ways of knowing; and
- formal structures are created to promote and ensure compliance with the OHRC and related legislation on equity and inclusion.

PRIORITY ACTION	SUPPORTING ACTIONS
7. Provide professional development focused on equity, inclusion, and human rights.	<ul style="list-style-type: none"> • Continue the professional equity learning series for senior staff in order to deepen understanding of equity competencies and gain an appreciation of internal bias.
	<ul style="list-style-type: none"> • Include an Equity Module in leadership programs: <ul style="list-style-type: none"> - Foundation Series (aspiring leaders) - VP Transition Series (aspiring vice principals) - Head Start Summer Institutes (newly appointed and shortlisted principals and vice principals) - Issues Series (newly appointed vice principals) - Succession Series (first-year principals).
8. Apply an equity lens to the development of new policies and to existing policies as they come forward for review on a priority basis.	<ul style="list-style-type: none"> • Work with the Human Rights and Equity Advisor to review all policies to ensure equity at all levels of the system.
9. Work with Equity Secretariat to hire a Human Rights and Equity Advisor to implement equity-focused professional learning.	<ul style="list-style-type: none"> • In partnership with unions, develop and establish regular equity, inclusion and human rights training for school board staff in alignment with the Ontario Human Rights Code and related legislation, with an initial emphasis on staff with responsibility for overseeing complaint processes and staff with supervisory responsibilities.
	<ul style="list-style-type: none"> • Provide expert-facilitated internal bias training for all principals and vice principals to foster the development of equity leadership competencies.
	<ul style="list-style-type: none"> • Establish a process for the resolution of human rights related complaints.

As you build relationships among parents, students, clergy, pastoral teams, teachers, staff, and community members, the atmosphere of trust, respect, and honesty you establish is critical in creating a community able to engage and accompany.

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2018	Increased capacity in the use of an equity-based lens and culturally relevant and responsive pedagogy Human rights, inclusion, and equity-focused professional development for school and system leaders
2019	
2018+	Explicit articulation of equity in all applicable policies
2018-2021	Recruitment of a board-level Human Rights and Equity Advisor Creation of a mechanism for the review of policies to ensure procedurally fair processes to address human rights matters Human rights complaints are resolved at the Board level The identification and removal of inequities in local structures, policies, programs and practices to ensure alignment with the Ontario Human Rights Code and related legislation
2018 (fall)	
2018-2019	



DATA COLLECTION, INTEGRATION AND REPORTING



GOAL

As measured by an annual equity survey, the TCDSB will:

- ensure that there is a clear understanding of who our students are and of their lived experiences;
- address barriers to student success, remove systemic barriers, target resources, and include student voice;
- use identity-based workforce data to inform recruitment, hiring, promotion, and professional learning strategies; and
- follow a consistent process and use a data collection tool (adapted to TCDSB's Catholic context) developed in consultation with the Ministry and education partners.

PRIORITY ACTION	SUPPORTING ACTIONS
1. Develop a consistent approach to the collection and application of voluntarily provided student identity-based data.	• Continue to work with the 15-board provincial identity-based data collection committee to establish a consistent approach for the collection and application of voluntarily provided identity-based data.
	• Establish principles and protocols for the analysis of student identity-based data to inform school learning improvement plans (SLIPs).
2. In consultation with school board labour partners, develop a plan for voluntary identity-based data collection.	• Submit to the Equity Secretariat a proposal for the development of a workforce census to gather voluntarily-provided identity-based data.
	• Implement the TCDSB Workforce Census: "We Belong; We Are the Toronto Catholic District School Board" for the collection of voluntarily-provided identity-based data.
3. Identify and work to eliminate barriers, and establish measurable goals to achieve equity in hiring and promotion.	• Analyze voluntarily-provided identity-based data to inform a review of systems, policies and practices.
	• Identify barriers to hiring and promotion of under-represented groups.
	• Invite staff to a facilitated dialogue to identify barriers to hiring and promotion.
4. Identify and work to eliminate barriers, and establish measurable goals to achieve student success.	• Enhance existing student voice surveys to identify and eliminate barriers to student achievement and well-being.

Catholic schools are communities of accompaniment....

Renewing the Promise: A Pastoral Letter for Catholic Education



TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2018+	Reduced gaps in student achievement and well-being through data informed decision-making
2018+	
2018+	Ministry funding to support workforce census is obtained Disaggregated identity-based board-level data is available to identify barriers and inform decision-making
2019	
2019+	Systems, policies, and practices are revised based on identity-based data Barriers are identified and goals for hiring and promotion of under-represented populations are established (see Leadership, Governance, and Human Resource Practices for details)
2018+	
2018+	
2018+	Enhanced equity lens of student voice surveys



ORGANIZATIONAL CULTURE CHANGE IN A CATHOLIC LEARNING COMMUNITY



GOAL

As measured by an annual equity survey, the TCDSB will ensure that:

- an equity lens is applied to internal board structures, policies, programs, and practices;
- human rights compliance training is provided; and
- an expert equity community advisory network is established.

PRIORITY ACTION	SUPPORTING ACTIONS
1. Conduct a review of board policies, programs, and practices to identify and address inequities.	• Work with the superintendent responsible for policies to advise on issues of equity.
	• Retain a “critical friend” to review and advise on equity programs, practices, and policies.
2. Develop equity competencies to ensure organizational culture change in a Catholic Learning community.	• Deliver an equity professional development series for the senior team, which includes identifying personal bias and developing equity competencies.
	• Develop Catholic equity-focused professional development sessions for all education workers and deliver them three times yearly.
3. Establish an equity knowledge network to improve education and leadership conditions and supports needed to advance equity.	• Reach out to neighbouring Catholic and public boards to establish an equity knowledge network.
4. Incorporate Catholic equity goals in the new iterations Multi-Year Strategic Plan (MYSP) and the Board Learning Improvement Plan (BLIP).	• Use the three-year pastoral plan to promote equity through a Catholic lens and ensure that equity permeates the MYSP and BLIP.



Let your actions match your words, guiding and animating communities rooted in our Catholic faith, that invite students, staff, and families to encounter Jesus each day, as we accompany one another.


Renewing the Promise: A Pastoral Letter for Catholic Education




TIMELINE	OUTCOMES / PERFORMANCE MEASURES
2018-2021	Policies will reflect the Catholic equity lens
2019	
2018-2019	Perceptual survey data will show progress towards organization culture change in a Catholic learning community
2019-2021 and ongoing	
2018-2019	Professional learning and the sharing of best practices stemming from the establishment of an equity knowledge network
2018-2021	New versions of the MYSP and BLIP contain explicit equity goals




TCDSB'S THREE-YEAR EQUITY PLAN SUPPORTING ACTIONS BY YEAR

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2018	<ul style="list-style-type: none"> With the help of expert facilitators, provide professional development on culturally responsive and relevant pedagogy for department heads and secondary principals at fall and spring Department Heads' Conferences. 	School and Classroom Practices 
	<ul style="list-style-type: none"> Provide in-services on best practices in equity and culturally and linguistically relevant pedagogy (CLRP) for members of the Teaching and Learning Collaborative to support CLRP in schools. 	
	<ul style="list-style-type: none"> Central resource staff to produce a list of recommended resources to support purchasing decisions for effective materials that enhance culturally and linguistically responsive pedagogy. 	
	<ul style="list-style-type: none"> Continue to work with the TCDSB Indigenous Education Advisory Committee to improve outcomes for Indigenous students. 	
2018+	<ul style="list-style-type: none"> Provide professional learning focused on culturally responsive and relevant pedagogy for Student Success teams. 	
	<ul style="list-style-type: none"> Continue to monitor and support schools in the implementation of fair and equitable assessment for learning practices in adherence with the seven principles of assessment in Growing Success. 	
	<ul style="list-style-type: none"> Continue to enhance elementary school block budgets on the basis of demographic data with the stipulation that a minimum of 20% of the enhancement be used for the purchase of resources that support culturally responsive and relevant pedagogy. 	
	<ul style="list-style-type: none"> Review and update learning commons' resources to ensure diversity. 	
	<ul style="list-style-type: none"> Provide professional development for the implementation of the recently published indigenized social studies curriculum including the teaching and learning strategies needed to present the history of colonialism and residential schools from a Catholic perspective. 	
	<ul style="list-style-type: none"> Implement Equity-Poverty Action Networks (E-PANs) in each superintendency to provide professional development on poverty mitigation, enhance partnerships with community agencies and enhance parental and parish engagement. 	
	<ul style="list-style-type: none"> Leverage the role of the equity representative on school-based mental health and well-being action teams to promote equity in students' emotional, spiritual, and psychological well-being. 	
2019 (spring)	<ul style="list-style-type: none"> Develop culturally and linguistically relevant resources for K-12 and strategies through the annual summer writing project initiative. 	


TCDSB'S THREE-YEAR EQUITY PLAN SUPPORTING ACTIONS BY YEAR

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2019	<ul style="list-style-type: none"> Review Special Education policies and procedures regarding accessible resources, teacher professional development, and access to technology in order to address a variety of barriers as identified by stakeholders and outlined in the Ontario Human Rights Commission's document, <i>Accessible Education for Students with Disabilities, March 2018</i>. 	School and Classroom Practices 
	<ul style="list-style-type: none"> Develop an equity audit checklist for administrators and teachers that supports equity, diversity, and inclusion. 	
2019+	<ul style="list-style-type: none"> Support parents (CSPCs) in developing equity focused parent engagement initiatives in their Parent Reaching Out grant applications- have community relation Officers assist CSPCs to create PRO grant applications with an equity focus. 	
	<ul style="list-style-type: none"> Develop a strategy to Increase diversity on CPICs. 	
2019 - 2020	<ul style="list-style-type: none"> Develop professional learning opportunities on how to incorporate student voice to inform curriculum and teaching and support student engagement. 	
	<ul style="list-style-type: none"> Develop a portal for teacher librarians and library technicians for equity-based resources. 	
	<ul style="list-style-type: none"> Partner with associations to develop professional learning focused on combating Islamophobia, anti-Semitism, racism, homophobia and transphobia for senior leaders, principals/vice principals and teaching staff. 	
	<ul style="list-style-type: none"> Work with stakeholders to examine and address systemic barriers to pathway choices and graduation. 	
	<ul style="list-style-type: none"> Examine different approaches to support appropriate gr. 9 pathway choices. 	
	<ul style="list-style-type: none"> Continue to work with the 15 board provincial committee to develop a consistent approach to the collection, disaggregation, and analysis of identity-based safe schools data. 	
	<ul style="list-style-type: none"> Gather data on suspensions, expulsions, and on groups affected, and identify ways to address disparities revealed by the data. 	
	<ul style="list-style-type: none"> Launch a collaborative inquiry to enhance existing effective strategies and supports to mitigate disparities in suspension and expulsion rates among marginalized students and develop and implement additional supports as required. 	



TCDSB'S THREE-YEAR EQUITY PLAN SUPPORTING ACTIONS BY YEAR

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2018	<ul style="list-style-type: none"> Continue the professional equity learning series for senior staff in order to deepen understanding of equity competencies and gain an appreciation of internal bias. 	Leadership, Governance and Human Resource Practices 
2018 (fall)	<ul style="list-style-type: none"> Provide expert-facilitated internal bias training for all principals and vice-principals to foster the development of equity leadership competencies. 	
2018+	<ul style="list-style-type: none"> Require all business leaders to include equity goals in their Annual Growth Plan (AGP). 	
	<ul style="list-style-type: none"> Implement equity requirements in principal and vice principal Annual Growth Plans and Performance Plans as per the amended O.Reg.234/10 (principal and vice principal performance appraisal) in order to develop leadership competencies and practices that will aid in the promotion of school cultures that uphold the principles of equity, inclusion, and human right. 	
	<ul style="list-style-type: none"> Strengthen leadership development programs for teachers and principals such as fellowship and mentorship programs, with the objective of enhancing diversity in the pool of candidates for supervisory officers and principals. 	
	<ul style="list-style-type: none"> In order to ensure equitable recruitment of EAs and CYWs from under-represented groups, partner with post-secondary institutions to determine the availability of candidates to create a pool of diverse applicants to be interviewed. 	
	<ul style="list-style-type: none"> Continue to implement the equity-focused in-service module for NTIP teachers with an emphasis on human rights training. 	
	<ul style="list-style-type: none"> Use TCDSB Workforce Census Data to identify teachers with 3-5 years' experience with leadership potential from diverse and under-represented groups, and implement a formal mentorship program to support their leadership development. 	
2018 - 2019	<ul style="list-style-type: none"> Establish a process for the resolution of Human Rights related complaints. 	
2018 - 2021	<ul style="list-style-type: none"> In partnership with unions develop and establish regular equity, inclusion and human rights training for school board staff in alignment with the Ontario Human Rights Code and related legislation, with an initial emphasis on staff with responsibility for overseeing complaint processes and staff with supervisory responsibilities. 	

TCDSB'S THREE-YEAR EQUITY PLAN SUPPORTING ACTIONS BY YEAR

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2019	<ul style="list-style-type: none"> Liaise with Faculties of Education and post-secondary institutions to identify and eliminate barriers to recruit teacher and ECE candidates. 	Leadership, Governance and Human Resource Practices 
	<ul style="list-style-type: none"> Use TCDSB workforce census identity-based data to identify teachers and education workers from under-represented groups to determine baseline data on the diversity of teachers and other education workers. On the basis of this data, develop and implement an outreach program in partnership with faculties of education and other institutions that train education workers. 	
	<ul style="list-style-type: none"> Include an Equity Module in leadership programs: <ul style="list-style-type: none"> Foundation Series (aspiring leaders) VP Transition Series (aspiring vice principals) Head Start Summer Institutes (newly appointed and shortlisted principals and vice principals) Issues Series (newly appointed vice principals) Succession Series (first-year principals). 	
2019+	<ul style="list-style-type: none"> Conduct yearly data analysis to measure the diversity of school board leadership (both academic and business) teams starting in 2019 (workforce census data 2019) in order to address gaps in hiring and promotion among under-represented groups. 	
	<ul style="list-style-type: none"> Leverage the functionality in the Apply the Education TCDSB portal to articulate the TCDSB commitment to equity and encourage candidates to self-identify to ensure that qualified under-represented candidates are granted an interview. 	
2019 - 2021	<ul style="list-style-type: none"> In partnership with unions develop and establish regularized equity, inclusion and human rights training for school board staff in alignment with the Ontario Human Rights Code and related legislation, with an early emphasis on staff with responsibility for overseeing complaint processes and staff with supervisory responsibilities. 	
	<ul style="list-style-type: none"> Establish and strengthen leadership development programs for teachers and principals such as fellowship and mentorship programs, with the objective of enhancing diversity in the pool of candidates for supervisory officers and principals. 	

TCDSB'S THREE-YEAR EQUITY PLAN SUPPORTING ACTIONS BY YEAR

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2018+	<ul style="list-style-type: none"> Continued to work with the 15-board provincial identity-based data collection committee to establish a consistent approach for the collection and application of voluntarily provided identity-based data. 	Data Collection, Integration and Reporting 
	<ul style="list-style-type: none"> Establish principles and protocols for the analysis of student identity-based data to inform school learning improvement plans (SLIPS). 	
	<ul style="list-style-type: none"> Submit to the Equity Secretariat a proposal for the development of a workforce census to gather voluntarily-provided identity-based data. 	
	<ul style="list-style-type: none"> Identify barriers to hiring and promotion of under-represented groups. 	
	<ul style="list-style-type: none"> Invite staff to a facilitated dialogue to identify barriers to hiring and promotion. 	
	<ul style="list-style-type: none"> Enhance existing student voice surveys to identify and eliminate barriers to student achievement and well-being. 	
2019	<ul style="list-style-type: none"> Implement the TCDSB Workforce Census: "We Belong: We Are the Toronto Catholic District School Board" for the collection of voluntarily-provided identity-based data. 	
2019+	<ul style="list-style-type: none"> Analyze voluntarily-provided identity-based data to inform a review of systems, policies and practices. 	
YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2018 - 2019	<ul style="list-style-type: none"> Deliver an equity professional development series for the senior team, which includes identifying personal bias and developing equity competencies. 	Organizational Culture Change In A Catholic Learning Community 
	<ul style="list-style-type: none"> Reach out to neighbouring Catholic and public boards to establish an equity knowledge network. 	
2018 - 2021	<ul style="list-style-type: none"> Work with the superintendent responsible for policies to advise on issues of equity. 	
	<ul style="list-style-type: none"> Use the three-year pastoral plan to promote equity through a Catholic lens and ensure that equity permeates the MYSP & BLIP. 	
2018 - 2021 and ongoing	<ul style="list-style-type: none"> Develop Catholic equity-focused professional development sessions for all education workers and deliver three times yearly. 	
2019	<ul style="list-style-type: none"> Retain a "critical friend" to review and advise on equity programs, practices, and policies. 	

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD
80 Sheppard Avenue East, Toronto, Ontario M2N 6E8
www.tcdsb.org
Phone: 416-222-8282