

# **SPECIAL BOARD ADVISORY COMMITTEE ON RACE RELATIONS PUBLIC**

## **AGENDA JUNE 14, 2022**

**Garry Tanuan, Chair**  
Trustee Ward 8

**Ida Li Preti, Vice Chair**  
Trustee Ward 3

**Frank D'Amico, Ex-Officio**  
Trustee Ward 6

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy, Ex-Officio**  
Trustee Ward 11

**Marissa Largo**  
Parent Representative

**Teresa Lubinski**  
Trustee Ward 4

**Althea Parsons**  
Community Representative

**Eunice Rodrigues**  
Community Representative

**Tony San Juan**  
Community Representative

**Aileen Santiago**  
Staff Representative

**Joshua Singh**  
Student Representative

**Helena Suite**  
Staff Representative

**Alisa Welsh-Knight**  
Parent Representative



**MULTI-YEAR STRATEGIC PLAN  
2022 - 2025**

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



### **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. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

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 Anichinabés, 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**

**Tuesday, June 14, 2022**

**7:00 P.M.**

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**Pages**

- 1. Call to Order**
- 2. Opening Prayer**
- 3. Land Acknowledgement**
- 4. Roll Call and Apologies**
- 5. Approval of the Agenda**
- 6. Declarations of Interest**
- 7. Approval and Signing of the Minutes of Meetings**
  - 7.a. Regular Meeting Held May 4, 2022** 1 - 6
  - 7.b. Special Meeting Held May 11, 2022** 7 - 17
- 8. Consideration of Agreed Thematic Issues**

8.a. Fair Representation, Hiring Practices & Promotion of Ethnic Minorities Staff Reflecting Student Population in Our Schools (As presented at the May 26, 2022 Filipino Advisory Committee Meeting with System Leaders) - Aileen Santiago, Staff Representative

18 - 39

8.b. Establish Staff / Special Board Advisory Committee on Race Relations Strategic Framework Working Committee on Fair Representation, Hiring and Promotion of Ethnic Minorities

8.c. Filling the Committee Vacancies: Students, Indigenous and Catholic Clergy Representatives

8.d. Special Board Advisory Committee on Race Relations Meeting Dates:

(i) Thursday, September 22, 2022

(ii) Thursday, October 13, 2022

(iii) Thursday, November 24, 2022

(iv) Tuesday, December 13, 2022

## **9. Updating of the Thematic List of Pending Discussions**

From the May 4, 2022 Special Board Advisory Committee on Race Relations Meeting

9.a. 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

40 - 143

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

## **10. Adjournment**



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## **MINUTES OF THE SPECIAL BOARD ADVISORY COMMITTEE ON RACE RELATIONS MEETING PUBLIC SESSION**

**WEDNESDAY, MAY 4, 2022**

### **Trustees:**

G. Tanuan, Chair  
N. Di Pasquale – Virtual  
T. Lubinski – Virtual

### **External Members:**

M. Largo, Parent Representative, – Virtual  
A. Parsons, Community Representative – Virtual  
E. Rodrigues, Community Representative – Virtual  
T. San Juan, Community Representative  
A. Santiago, Staff Representative – Virtual  
J. Singh, Student Representative – Virtual  
H. Suite, Staff Representative - Virtual  
A. M. Welsh-Knight, Parent Representative – Virtual

### **Staff:**

D. Chen  
L. Latham  
  
S. Harris, Recording Secretary  
S. Hinds-Barnett, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

#### **4. Roll Call and Apologies**

An apology was conveyed on behalf of Trustee Li Preti. Trustee D'Amico was absent, as well as Trustee Kennedy who was on leave of absence due to her candidacy in the upcoming Ontario Provincial elections.

#### **7. Approval of Agenda**

MOVED by Joshua Singh, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, be approved.

The Motion was declared

CARRIED

#### **8. Declarations of Interest**

There were none.

**7. Approval and Signing of Minutes of the Previous Meeting**

MOVED by Trustee Di Pasquale, seconded by Tony San Juan, that the Minutes of the Meeting held March 31, 2022 be approved.

The Motion was declared

CARRIED

**9. Presentation**

MOVED by Trustee Di Pasquale, seconded by Tony San Juan, that Items 9a) and 9b) be adopted as follows:

**9a) Ontario Human Rights Code and the Human Rights Tribunal of Ontario - Lavinia Latham, Equity and Human Rights Advisor** received; and

**9b) Review of Human Rights Complaints Process - Lavinia Latham, Equity and Human Rights Advisor** received.

The Motion was declared

CARRIED

### **Urgent Items**

Superintendent Chen reviewed the Order Page, as requested by the Chair, and advised that the following Items were deemed urgent:

1. Item 15a) Review of the Terms of Reference; and
2. Item 15b) Future Themes and Possible Presentations (e.g. Hiring Practices, Curriculum, etc)

### **15. Reports Requiring Action of the Board of Trustees**

MOVED by Trustee Di Pasquale, seconded by Tony San Juan, that Item 15a) be adopted as follows:

#### **15a) Review of the Terms of Reference** received.

MOVED in AMENDMENT by Joshua Sing, seconded by Tony San Juan, that the Terms of Reference be referred back to the Sub-Committee for further consideration at a meeting on May 10, 2022 at 3:30 pm, and that it be brought back to a Special meeting of the Special Board Advisory Committee on Race Relations on May 11, 2022 at 6:00 p.m.

The AMENDMENT was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Helena Suite, seconded by Tony San Juan, that Item 15b) be adopted as follows:

**15b) Future Themes and Possible Presentations (e.g. Hiring Practices, Curriculum, etc.)** received.

The Motion was declared

CARRIED

### **13. Matters Referred or Deferred**

MOVED by Tony San Juan, seconded by Helena Suite, that Item 13a) be adopted as follows:

**13a) 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** that this item be deferred to the next meeting of the Special Board Advisory Committee on Race Relations.

The Motion was declared

CARRIED

## **19. Adjournment**

MOVED by Tony San Juan, seconded by Joshua Singh, that the meeting be adjourned.

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

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## **MINUTES OF THE SPECIAL MEETING OF THE SPECIAL BOARD ADVISORY COMMITTEE ON RACE RELATIONS**

### **PUBLIC SESSION**

**WEDNESDAY, MAY 11, 2022**

**Trustees:**

G. Tanuan, Chair  
F. D'Amico – Ex-Officio - Virtual  
N. Di Pasquale – Virtual  
T. Lubinski – Virtual

**External Members:**

M. Largo, Parent Representative, – Virtual  
A. Parsons, Community Representative – Virtual  
T. San Juan, Community Representative  
A. Santiago, Staff Representative – Virtual  
J. Singh, Student Representative – Virtual  
H. Suite, Staff Representative – Virtual  
A. Welsh-Knight, Parent Representative – Virtual

**Staff:**

A. Della Mora  
D. Chen  
L. Latham  
  
S. Harris, Recording Secretary  
S. Pellegrini, Assistant Recording Secretary

**External Guest:**

A. Robertson, Parliamentarian

**4. Roll Call and Apologies**

Trustee Li Preti was absent, as well as Trustee Kennedy who was on leave of absence due to her candidacy in the upcoming Ontario Provincial elections.

Eunice Rodrigues was absent.

**7. Approval of Agenda**

MOVED by Trustee Lubinski, seconded by Tony San Juan, that the Agenda, as amended to include the Addendum, be approved.

The Motion was declared

CARRIED

**6. Declarations of Interest**

There were none.

**15. Reports Requiring Action of the Board of Trustees**

MOVED by Tony San Juan, seconded by Joshua Singh, that Item 15a) be adopted as follows:

- 15a) Review of the Terms of Reference (Revised)** that the Special Board Advisory Committee on Race Relations adopt the Terms of Reference, as revised (refer Appendix A).



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustee Di Pasquale  
Marissa Largo  
Trustee Lubinski  
Althea Parsons  
Tony San Juan  
Aileen Santiago  
Joshua Singh  
Trustee Tanuan

Helena Suite

The Motion was declared

CARRIED

Trustee D'Amico and Alisa Welsh-Knight did not vote/respond.

MOVED by Trustee Lubinski, seconded by Aileen Santiago, that the Special Board Advisory Committee on Race Relations recommend to Board the Terms of Reference, as revised (refer Appendix A).

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustee Di Pasquale  
Marissa Largo  
Trustee Lubinski  
Althea Parsons  
Tony San Juan  
Aileen Santiago  
Joshua Singh  
Helena Suite

Trustee Tanuan  
Alisa Welsh-Knight

The Motion was declared

CARRIED

Trustee D'Amico and Alisa Welsh-Knight did not vote/respond.

**19. Adjournment**

MOVED by Aileen Santiago, seconded by Helena Suite, that the meeting be adjourned.

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

# **Toronto Catholic District School Board**

## **Special Board Advisory Committee on Race Relations**

### **Terms of Reference**

*“You are all one in union with Christ Jesus.” Galatians 3:28.*

#### **PREAMBLE**

The Toronto Catholic District School Board (TCDSB) is a diverse community and prides itself on “an inclusive learning community uniting home, parish and school and rooted in the love of Christ.” However, the board also acknowledges the nature of systemic racism and the barriers that result in an inequity of opportunity and outcomes for racialized and marginalized students.

Recognizing that action must be taken in order to dismantle all forms of racism, the TCDSB established the Race Relations Committee (hereinafter referred to as “Committee”) by a Resolution of the Board of Trustees at its Regular Meeting on August 20, 2020, and eventually as a Special Advisory Committee to the Board. The Committee’s mandate and objectives are to facilitate the implementation of the Ministry of Education’s Ontario Education Equity Action Plan and the TCDSB’s policies, strategies, and action plans, including but not limited to:

- the Multi-Year Strategic Plan (MYSP)
- the Equity Action Plan
- Catholic Equity and Inclusive Education Policy H.M. 24
- Employment Equity H.M.11

The Committee’s mandate and objectives are rooted in Catholic Gospel values, and aim to reinforce the Ontario Catholic School Graduate Expectations. The Committee is committed to complying with provisions of the *Ontario Human Rights Code*, *The Canadian Charter of Rights and Freedoms (Charter)*, and the TCDSB’s Code of Conduct. **The Committee will also have regard to the Truth and Reconciliation Commission’s Calls to Action.**

The Committee recognizes the role leadership must play in promoting equity, inclusion, anti-racism practices, and positive race relations, and seeks to ensure accountability of this essential role.

## **MANDATE & OBJECTIVES**

The Committee shall:

- Uphold and integrate Catholic principles, teachings, and values in the promotion of race relations.
- Advise the Board of Trustees about ways to achieve and promote equity, diversity, inclusive education, and ways to dismantle systemic racism and discriminatory practices.
- Develop and recommend to the Board of Trustees policies and programs which will create an atmosphere conducive to harmonious community relations within the TCDSB.
- Communicate the needs and concerns of racialized communities to the Board.
- Be intentional, action-oriented, and outcome-focused to address all the policies, issues and concerns of racialized communities and matters arising from acts of discrimination
- Identify and address systemic causes of racial discrimination, disproportionalities facing racialized communities, harassment, bullying and hate against members of the TCDSB community.
- **Frame advice that considers the intersection of Indigenous, racialized, and marginalized identities.**
- Lead by example in the promotion of anti-racism and race relations.
- Educate the Board of Trustees, Committee members, and, as a result, other TCDSB stakeholders, to understand and address the impact of racism and systemic barriers.
- Support the implementation of the Ontario Ministry of Education's initiatives to combat all forms of systemic racism in education.

## **METHOD OF REPORTING**

The Committee shall:

- report to Board with recommendations as they pertain to procedural, governance, reporting issues, and all other matters which fall under the purview of the Special Advisory Committee on Race Relations on a monthly basis or as appropriate;
- submit an Annual Report;
- put forward policy recommendations by this committee which will be referred by Board to the Governance and Policy Committee for review; and,
- present reports of this Committee to the Board of Trustees through one of the Trustee members of this Committee.

## **RESOURCES TO BE PROVIDED**

- Superintendent of Equity, Diversity, Indigenous Education, and Community Relations or delegate
- Recording secretarial support
- Human Rights and Equity Advisor
- Other staff and technical resources as needed

- Aggregated data and other materials and resources as appropriate to assist the committee in assessing issues and reporting

## ELECTION OF LEADERSHIP

The Committee shall be led by a chairperson and vice-chairperson. The Committee shall elect a chairperson and vice-chairperson at the meeting immediately after the Trustee Caucus/Inaugural meeting. The chairperson shall be a Trustee and the vice-chairperson may be any member of the Committee. The term of the chairperson and vice-chairperson is two years.

The chairperson elected shall have the expertise and experience to bring forward concerns relevant to the larger stakeholder community of the TCDSB and have a dedication to promoting and fulfilling the principles, mandate and objectives of the Committee.

## COMPOSITION

The Committee should represent the racial/ethnic diversity and lived experience of the communities served by the TCDSB, and those who have an understanding of race relations and anti-racism. The Committee shall be comprised of a total of 14 voting members as follows:

- No more than two (2) Trustees
- Chair and Vice Chair of the Board of Trustees (*Ex-Officio*)
- No more than three (3) TCDSB students/alumni, only one (1) of whom may be a TCDSB graduate;
- No more than two (2) TCDSB parents/guardians;
- No more than two (2) TCDSB staff;
- One (1) Indigenous community member; and,
- No more than four (4) community members [one (1) of whom shall be a member of the Roman Catholic clergy/a Religious Order; the position shall remain empty when no suitable candidate is available and will not count towards quorum.]

## QUORUM

Shall be a majority of the members, not including the *Ex-Officio* members.

## TERMS

All members are to serve for a period of two (2) academic years. New applicants must submit an application form which will be subject to the above-noted criteria, and which will be reviewed by Board staff (or Board staff and CSLIT Student Leadership Advisor in the case of student representatives) and a recommendation made to the Board of Trustees for consideration and a final decision. Terms shall begin with the meeting immediately following the Trustees'

Inaugural Meeting. No member may serve more than two consecutive terms. In the event of a vacancy, the Board shall appoint a replacement to complete the term.

## MEETINGS

Meetings of the Committee shall be held a minimum of six (6) times (November to November), or as deemed necessary. The first regular meeting shall be convened no later than two (2) weeks after the appointment of members. Meetings shall be no longer than two (2) hours with possibility of extensions (see “Rules of Order”, section ‘x’). All agenda items exceeding this time limit shall automatically be deferred and dealt with as urgent business at the beginning of the next regular meeting of the Committee. Decisions will be made by a simple majority of the members present at each meeting. In the event a committee member is absent from three (3) consecutive meetings without good cause, their position shall be declared vacant.

## AGENDA

The agenda for all meetings of the Committee is to be prepared by TCDSB staff in consultation with the Committee’s Chairperson. The agenda shall be sent to each Committee member at least five (5) days before each regular committee meeting, and if possible, at least one (1) day before an emergency meeting.

The order of business, unless otherwise ordered, shall be:

1. Call to Order
2. Opening Prayer
3. Land Acknowledgement
4. Roll Call and Apologies
5. Approval of the Agenda
6. Approval and Signing of the Minutes of the Previous Meeting
7. Consideration of Agreed Thematic Issues (which may include a presentation as determined) and/or of any Urgent Matters Referred to the Committee
8. Updating of the Thematic List of Pending Discussions
9. Adjournment

## RULES OF ORDER

- i. All decisions of The Committee shall be by motions which must be moved, seconded, and stated from the Chair prior to any debate.
- ii. A simple majority in favour, unless otherwise stated herein, shall be required. In the event of an equality of votes on any issue, the matter is lost and the motion is not passed.
- iii. All votes will be by show of hands or voice vote, unless a member requests a secret ballot.
- iv. No member will speak to a question once it has been decided.

- v. The Chair shall be privileged to debate all questions on calling another member to the Chair.
- vi. If two or more members wish to speak at the same time, the Chair shall decide who may speak first.
- vii. A motion should be in writing and emailed to the Recording Secretary and to any member who requests it.
- viii. When a member is called to order, he or she will not speak until the Chair has made a ruling.
- ix. An appeal to the meeting from the ruling of the Chair shall at all times be in order provided that it is seconded by another member. In the event of an appeal, the Chair shall say: “The ruling of the Chair has been appealed. Is it the will of the meeting that the ruling of the Chair shall be the decision of the meeting?” but shall not otherwise speak to the appeal. A 2/3 vote of the members shall be required to overturn the ruling of the Chair.
- x. The business of the meeting shall not exceed two hours, except by the vote of a majority of the members present. No motion to extend business shall be permitted, but at the expiration of time for business, the Chair shall interrupt the business and put the question: “Is it the will of the meeting to extend business for 15 minutes?”. The meeting will vote immediately without debate. No more than two such extensions shall be permitted. In the event that no extension is agreed, the matter under debate shall stand deferred to the next meeting.
- xi. The Committee may determine additional rules of order to be used at all meetings of the Committee at the first meeting, provided that they are circulated in writing to all of the members of the Committee.
- xii. The current edition of *Robert’s Rules of Order (Newly Revised)* shall be the authority to decide all questions not provided for in these Rules or adopted per Section xi) (above).

## **VOTING**

All members are to have voting privileges.

## **SUB-COMMITTEES**

The Committee may establish sub-committees as required, including those aimed at designing anti-racism programs and improving race relations at all levels of the TCDSB. Membership shall be appointed by the Committee. Non-committee members may act as a resource to the sub-committee.

## **GLOSSARY**

All terms (except for “Lived Experience”) taken from the Canadian Race Relations Foundation.

<https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1>

- Anti-Racism: An active and consistent process of change to eliminate individual, institutional and systemic racism.
- Human Rights: In Canada, human rights are protected by federal, provincial and territorial laws. The Canadian Human Rights Act and provincial/territorial human rights codes protect individuals from discrimination and harassment in employment, accommodation and the provision of services. The Canadian Charter of Rights and Freedoms protects every Canadian's right to be treated equally under the law. The Charter guarantees fundamental freedoms such as (a) freedom of conscience and religion; freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and freedom of association.
- Indigenous: First used in the 1970's, when Aboriginal peoples worldwide were fighting for representation at the U.N., this term is now frequently used by academics and in international contexts (e.g., the United Nations Declaration of the Rights of Indigenous Peoples). Indigenous is understood to mean the communities, peoples, and nations that have a historical continuity with pre-invasion, pre-settler, or pre-colonial societies that developed on their territories, as distinct from the other societies now prevailing on those territories (or parts of them). Can be used more or less interchangeably with "Aboriginal," except when referring specifically to a Canadian legal context, in which case "Aboriginal" is preferred, as it is the term used in the Constitution.
- Individual Racism: Individual racism is structured by an ideology (set of ideas, values and beliefs) that frames one's negative attitudes towards others; and is reflected in the willful, conscious/unconscious, direct/indirect, or intentional/unintentional words or actions of individuals. This is one of the three levels that make up Systemic Racism.
- Institutional Racism: Institutional racism exists in organizations or institutions where the established rules, policies, and regulations are both informed by, and inform, the norms, values, and principles of institutions. These in turn, systematically produce differential treatment of, or discriminatory practices towards various groups based on race. It is enacted by individuals within organizations, who because of their socialization, training and allegiance to the organization abide by and enforce these rules, policies and regulations. It essentially maintains a system of social control that favours the dominant groups in society (status quo). This is one of the three levels that make up Systemic Racism.
- Intersectionality: The experience of the interconnected nature of ethnicity, race, creed, gender, socio-economic position etc., (cultural, institutional and social), and the way they are imbedded within existing systems and define how one is valued.
- Lived Experience: The things that someone has experienced themselves, especially when these give the person a knowledge or understanding that people who have only heard about such experiences do not have (definition taken from the Cambridge Dictionary)
- Marginalization: With reference to race and culture, the experience of persons outside the dominant group who face barriers to full and equal participating members of society. Refers also to the process of being "left out" of or silenced in a social group.
- Ontario Human Rights Code: The Code, the first in Canada, was enacted in 1962. The Code prohibits actions that discriminate against people based on a protected ground in a protected social area.



- Racialization: The process through which groups come to be socially constructed as races, based on characteristics such as race, ethnicity, language, economics, religion, culture, politics, etc.
- Structural racism: Structural or Societal Racism pertains to the ideologies upon which society is structured. These ideologies are inscribed through rules, policies and laws; and represents the ways in which the deep rooted inequities of society produce differentiation, categorization, and stratification of society's members based on race. Participation in economic, political, social, cultural, judicial and educational institutions also structure this stratification (Carl James, 2010). This is one of the three levels that make up Systemic Racism.
- Systemic racism: This is an interlocking and reciprocal relationship between the individual, institutional and structural levels which function as a system of racism. These various levels of racism operate together in a lockstep model and function together as whole system. These levels are:
  - Individual (within interactions between people)
  - Institutional (within institutions and systems of power)
  - Structural or societal (among institutional and across society)Please see Individual Racism, Institutional Racism, and Structural/Societal Racism

# May 26, 2022

# **Filipino Advisory Committee Meeting with System Leaders**

# Prayer

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God, the Creator, thank you for the present moment where we can be here together after a week of hard work, all while juggling the various responsibilities and demands of the day-to-day.

Help us to recognize that our work is Faith in Action, doing the work that Jesus modeled for us to *walk with Christ*, and work with the most vulnerable and the most needy.

At times we may feel distant from your light within us especially as we see the challenges and struggles of our students. Help us to always see your light within each child and remember that we are not alone, and that we are part of a community on this journey of following in Jesus' footsteps to make change.

In our vocation to do this, strengthen us because we are also your children who need comfort and acknowledgment. Help us to find within and for ourselves the love and acceptance we feel for our own children and students.

For this we pray,

Amen.

# Land Acknowledgment

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.

# Land Acknowledgment

- What do we know of our treaty rights and responsibilities?
- How do we understand Indigenous people and “reconciliation”?
- How do we think about our roles as educators in a way that responds to and upholds our de/colonizing commitments?

# Introductions

## The Filipino Advisory Committee

# Agenda

Prayer, Land Acknowledgment - 3 minutes

Introduction - 3 minutes

Advisory Topics

1. Historical Context / Current Situation - 5 minutes
2. Human Resources - 8 minutes
3. Organizational Structure - 6 minutes
4. Accountability - 6 minutes
5. Curriculum - 7 minutes
6. Community Partnerships & Parental Involvement - 6 minutes

Director / Superintendent of Human Resource Response - 10 minutes

Next Steps - 5 minutes

Next Meeting: \_\_\_\_\_



# 1. Context

- 1 out of 3 students are of Philippine heritage
- 2% of all staff are of Philippine heritage (including non-educational, support, etc.)
- 1 elementary school Principal
- 1 secondary school Vice Principal
- No representative executive members/Upper Management (both curriculum & non-curriculum)
- FAC did not see gains (after 8 years of existence and continuous efforts by PTAC and FCPACE)
- Low Upward Intergenerational Mobility (2014)

“Biodiversity is the foundation of the myriad ecosystems that are essential to human life and well-being, and so are deep, broad, and diverse community relationships for competent organizational governance” (Janes and Sandell, 2019)

## 2. Human Resources

### A. Hiring Practices - Make hiring practices more transparent to stakeholders.

- Have a clear statement about the qualities, qualifications, type/length of experience, philosophy of preferred candidates, especially in educational roles.
- Clarify the timeline and process for hiring in writing to candidates including details about the criteria and decision-makers for interviews and entry onto the OT and LTO lists. See TDSB example of hiring timeline for adaptation.
- Adjust or adapt hiring process and offering in order to remain competitive with other boards. This includes changes to timeliness of offers.
- Consistently provide feedback directly from the hiring committee and interview panel to encourage candidates to build on their applications and/or interviews.

## 2. Human Resources

**B. Candidacy Consideration Process** - Ensure that interview panelists are sincerely reflexive about their positionality, aware of colorblind racism, and skilled in qualitative interview techniques.

- Revise the process for considering candidates so that it is less vulnerable to bias. This includes triangulation and holistic consideration of data using multiple means such as a portfolio, questionnaire, written essay, referral, and other strategies used for rigour and reliability in qualitative research.
- Implement a process for questions to be vetted by a third-party so that they are comprehensible, accessible, equitable, and/or not discriminatory.
- Recognize experiences and skill over exact pedagogical terminology

## 2. Human Resources

**C. Cluster Hiring** - Engage in cluster hiring of Philippine/representative educators in order to resolve the low levels of representation among staff until parity is reached. Precedent set by U of Waterloo and OCAD.

- Create a shortlist of Philippine teachers for hiring
- Provide the FAC with data on Philippine representation at different levels of educational leadership
- Promote TCDSB employment in collaboration or connection with Philippine post-secondary student associations and community organizations. Include information sessions for non-Canadian trained teachers.

## 2. Human Resources

**C. Cluster Hiring** - Engage in cluster hiring of Philippine/representative educators in order to resolve the low levels of representation among staff until parity is reached.

- Build towards a future of TCDSB graduates interested in education through focused co-operative programs, associate partnerships, and incentivized mentorship programs
- Entice academic and non-academic staff to enter our board and rise to system-level positions. Use workable mentorship structures and subsidies for professional development.



# 3. Organizational Structure and Culture

**Prioritize equity in the organization so it permeates through all departments and all levels**

- Elevate accountability for and profile of equity
  - Board governance - the Board of Trustees need to be aligned in their role as stewards in driving the equity agenda
  - Executive leadership and oversight on par with other functions and priorities - otherwise other areas that already have seniority within the hierarchy continue to be privileged
- Ensure structures and systems are in place to successfully execute the Board Equity Action Plan, including a cross-functional implementation group to drive change and outlining departmental performance expectations
- Action greater representation within the organization, including curricular and non-curricular staff and at the Board of Trustees
- Drive ongoing learning and development about diversity, equity and inclusion, cultural competence and reconciliation across the organization

# 5. Curriculum

Implement a structure that affirms locally or community-created curriculum alternative to current centralized approval processes.

- Promote a culture of professional judgment in opposition to centralized approval
- Promote a culture that respects the authority of lived experience over “institutionalized” power and authority
- Revisit the current structure to shift towards greater collaboration and promotion of community-created resources
- Solicit curriculum ideas and perspectives from Filipinx educators and community members and partners.
- Interdisciplinary courses (IDC 4U) in secondary education.



# 4. Accountability

Implement a structure of accountability for system leaders

- Shape a clear, measurable approach to executing the Action Plan with accountabilities across levels, including the Board, to ensure progress
- Integrate a system of review from stakeholders (including employees) which are then collected or reviewed with joint union committees. This review should be in place for system leaders at the board level.
- Provide a public summary or report of feedback and share how points will be addressed
- Review existing policies and procedures to integrate diversity, equity and inclusion, and identify what opportunities for further change; also ensuring that those who are charged to review also represent diverse voices

# 6. Community Partnerships

Cultivate, integrate and support structured partnerships with community members and organizations for greater engagement and improved system problem-solving

- Directly address barriers to Philippine parental engagement in school parent councils through culturally responsive approaches that are invitational, affirming, and accessible.
- Intentionally build board-wide programs in partnership with community organizations to engage diverse and innovative problem-solving for Philippine youth
- Support (financially and structurally) cultivated relationships with community organizations in order to address student needs, including the need for culturally responsive and representative staff
- Systemically promote and build capacity among educators to leverage curriculum and funding for community partnerships such as career, civics, art, and literary experiential opportunities

# System Leader Response

# Next Steps

- Joint meeting at the start of 2022-23 to follow up
- Action Items Timeline



# Summary

- Actions in the following areas:
  - Human Resources
  - Organizational Structure
  - Accountability
  - Curriculum
  - Community Partnerships & Parental Involvement
- Next Steps

# THANK YOU!

# Credits

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# Ontario's Education Equity Action Plan



2017



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## A Message from Minister Hunter

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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.

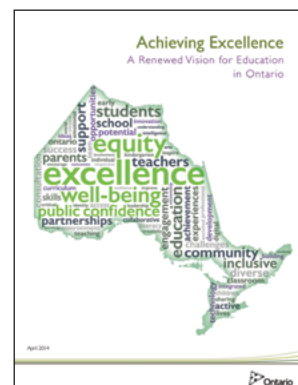
This publication is available on the Ministry of Education's website, at [ontario.ca/educationequity](http://ontario.ca/educationequity).





# 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.

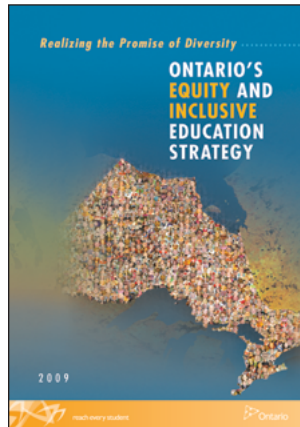
We live in one of the most diverse jurisdictions in the world, and the Ontario government recognizes that our diversity makes our society stronger and richer. As such, the success of our graduates necessitates building their confidence in who they are and their resilience in the face of adversity and 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.

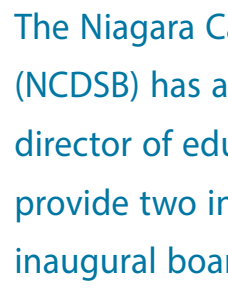
The ministry has also supported student conferences designed to empower youth to see themselves as leaders of social change, with programming that incorporates global citizenship. A number of organizations have partnered with the ministry to provide in-depth professional development for school board 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.

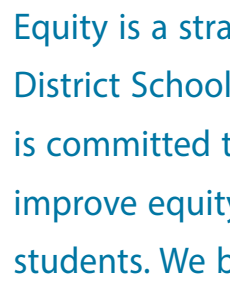
We are also working with other ministries and government agencies to develop a process for collaboratively producing programs that will better support Black youth in the future, such as those outlined in *Ontario's 3-Year Anti-Racism Strategic Plan*, the *Ontario Black Youth Action Plan*, and *Ontario's 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.

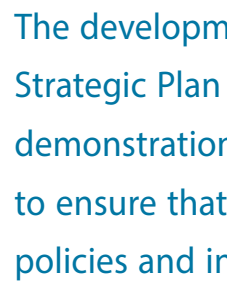
To address these challenges, we must know who our students are and what strengths and experiences they bring. We must find ways to detect structures or patterns of behavior that may negatively impact student achievement and well-being in order to begin to identify barriers. With that knowledge, we can 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.

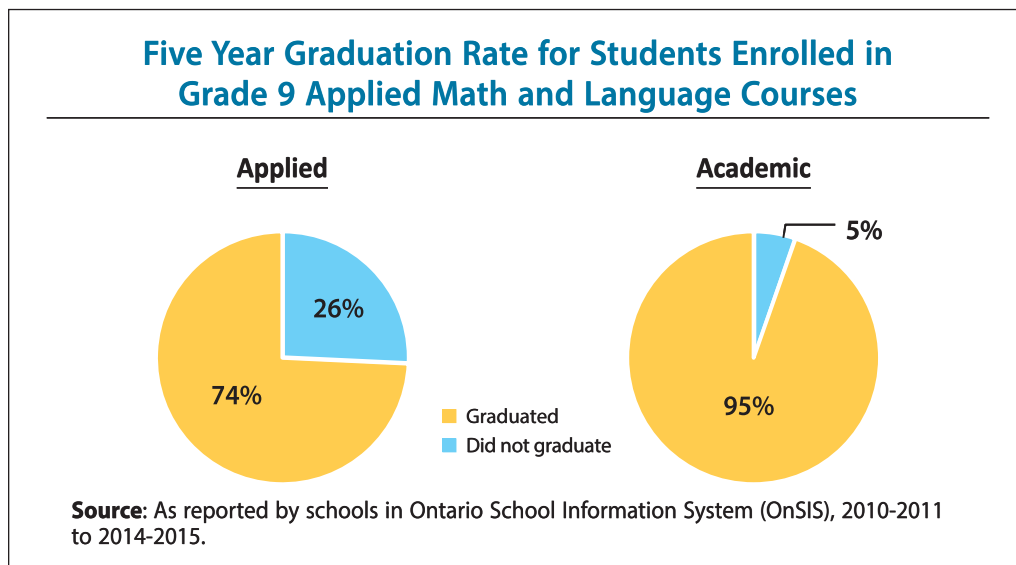
Existing structures, policies, programs and practices may unintentionally disadvantage certain student populations, including racialized students, students experiencing poverty, Indigenous students,



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.

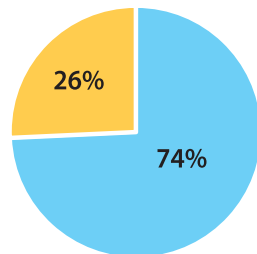
While we have achieved much for students, we continue to observe poorer outcomes for disproportionate numbers of students from low-income environments, racialized students, Indigenous students, students who identify as LGBTQ or Two-Spirited, children and youth in care, students with disabilities, and 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.

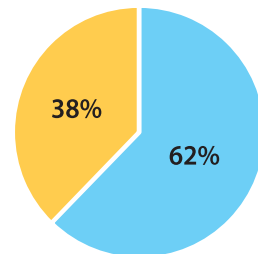


### Unintended Equity Outcomes: Percentage of Enrolment Records in Academic and Applied Grade 9 Mathematics Course

Schools in higher-income communities



Schools in lower-income communities



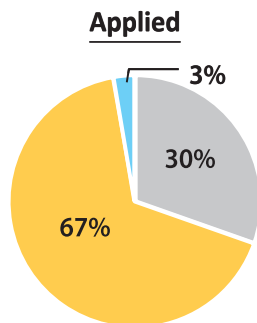
■ Academic  
■ Applied

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

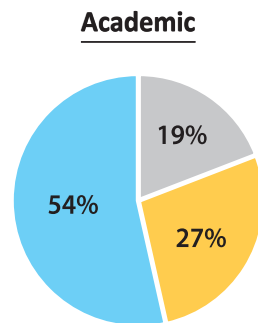
**Please note:** High-income and low-income schools are grouped based on the estimated LIM 50 (low-income measure aligned with Poverty Reduction Strategy indicators) for each school according to the upper and lower quartiles (i.e., the percentage of school community population below LIM 50 is 16.76% 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.”<sup>1</sup>

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.

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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

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#### **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

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**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

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### **1. Organizational culture change at the Ministry of Education**

#### *Years 1 and 2 (2017–18 to 2018–19)*

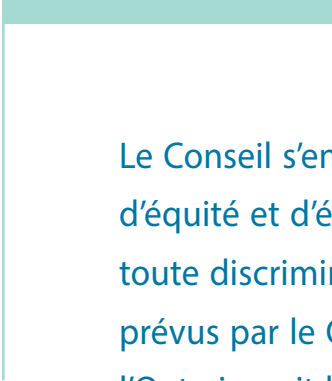
- Employee policies and practices are amended and augmented as needed.
- Mechanisms are developed to monitor and publicly report on ministry participation in human rights compliance and equity training.
- Human rights compliance and equity efforts are explicitly reported in senior management performance 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](https://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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**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:

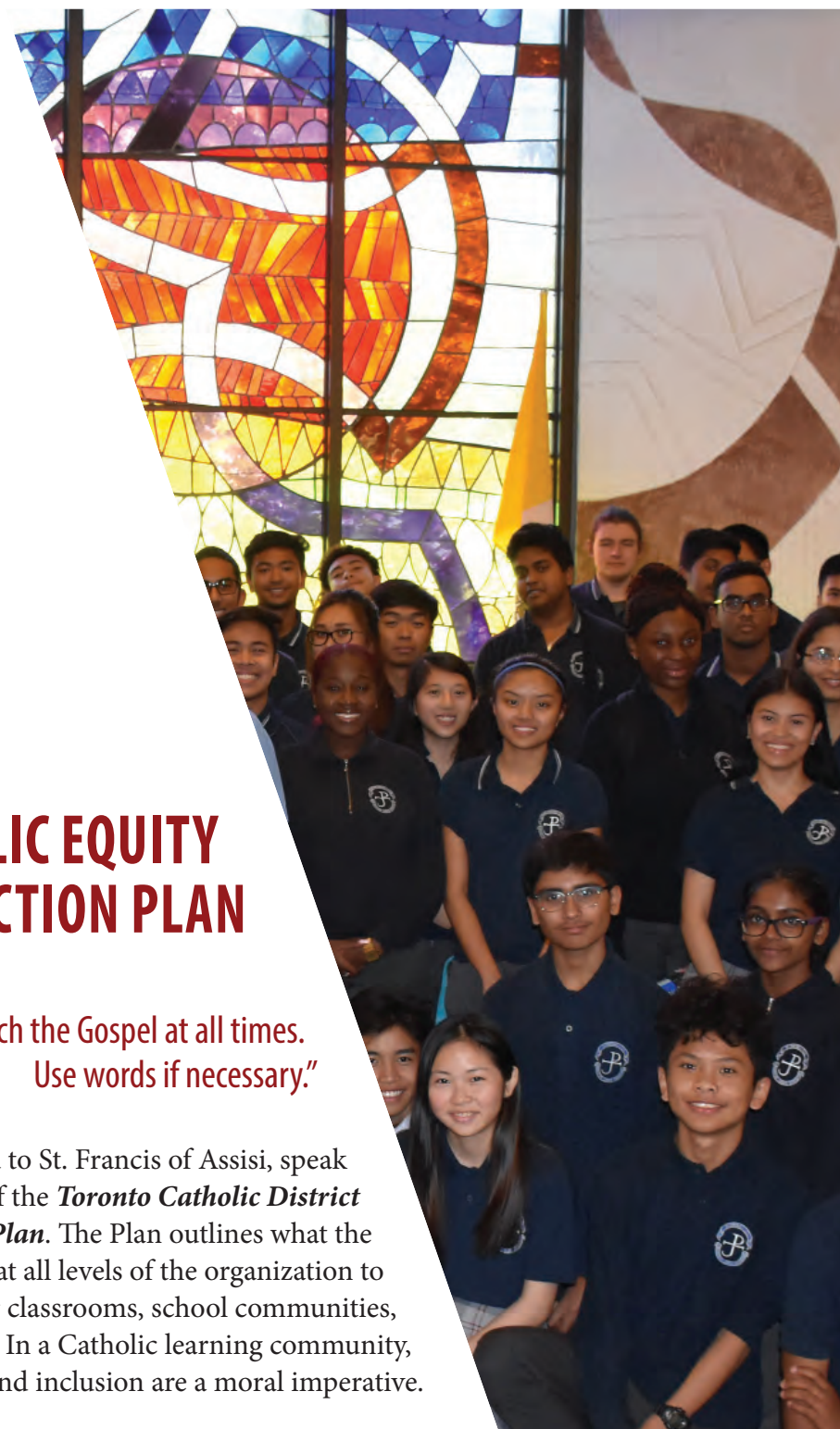
- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broader community;
- builds on and enhances previous and existing initiatives; and
- is demonstrated throughout the system.

<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.”

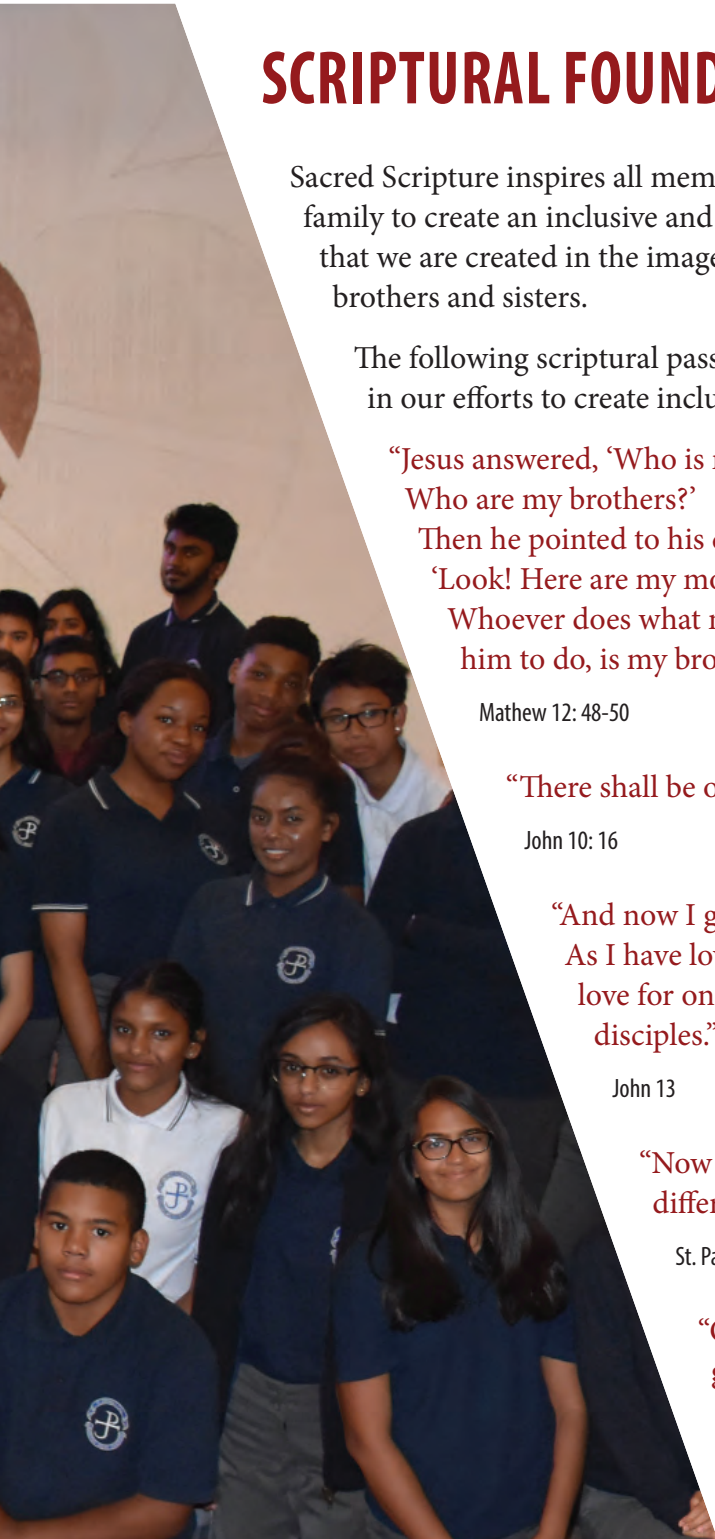
John 13

“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

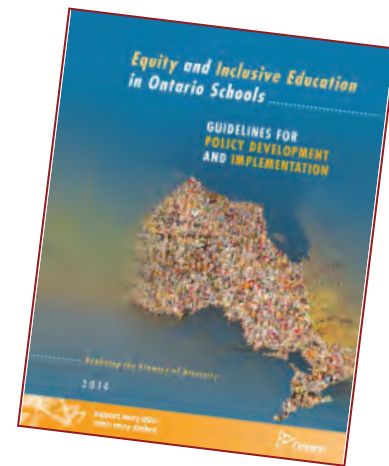
"...identifying and changing institutional policies and procedures, as well as individual behaviours and practices that may be racist in their impact."

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.

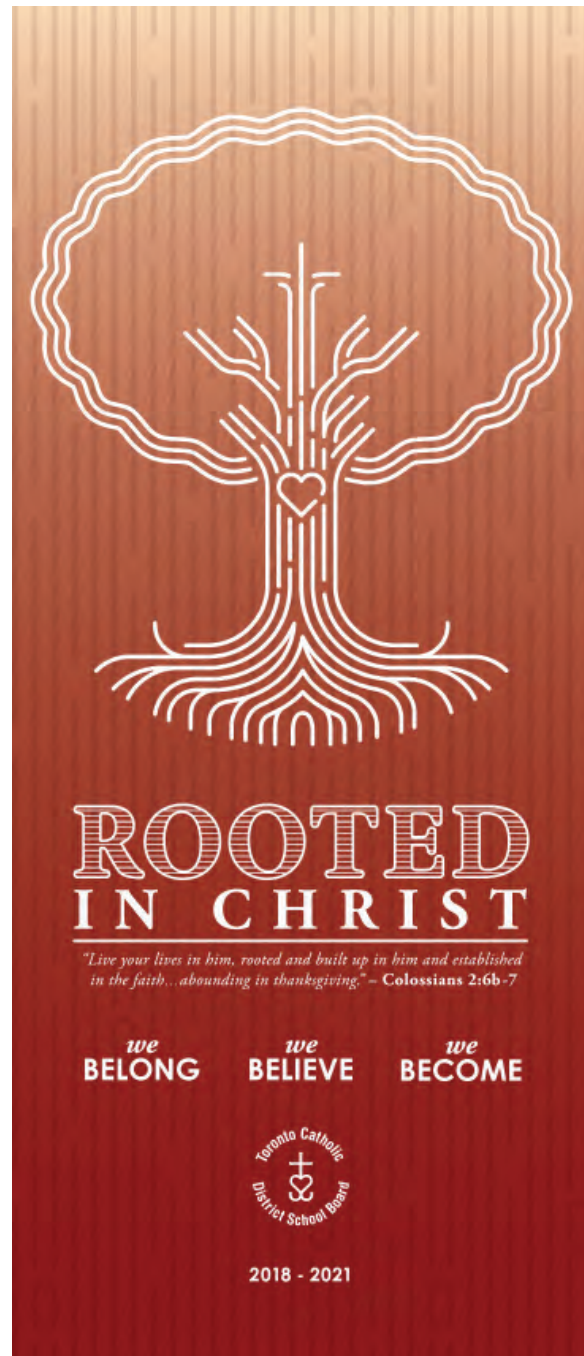




## THREE-YEAR PASTORAL PLAN: ROOTED IN CHRIST, we BELONG, we BELIEVE, we BECOME

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.

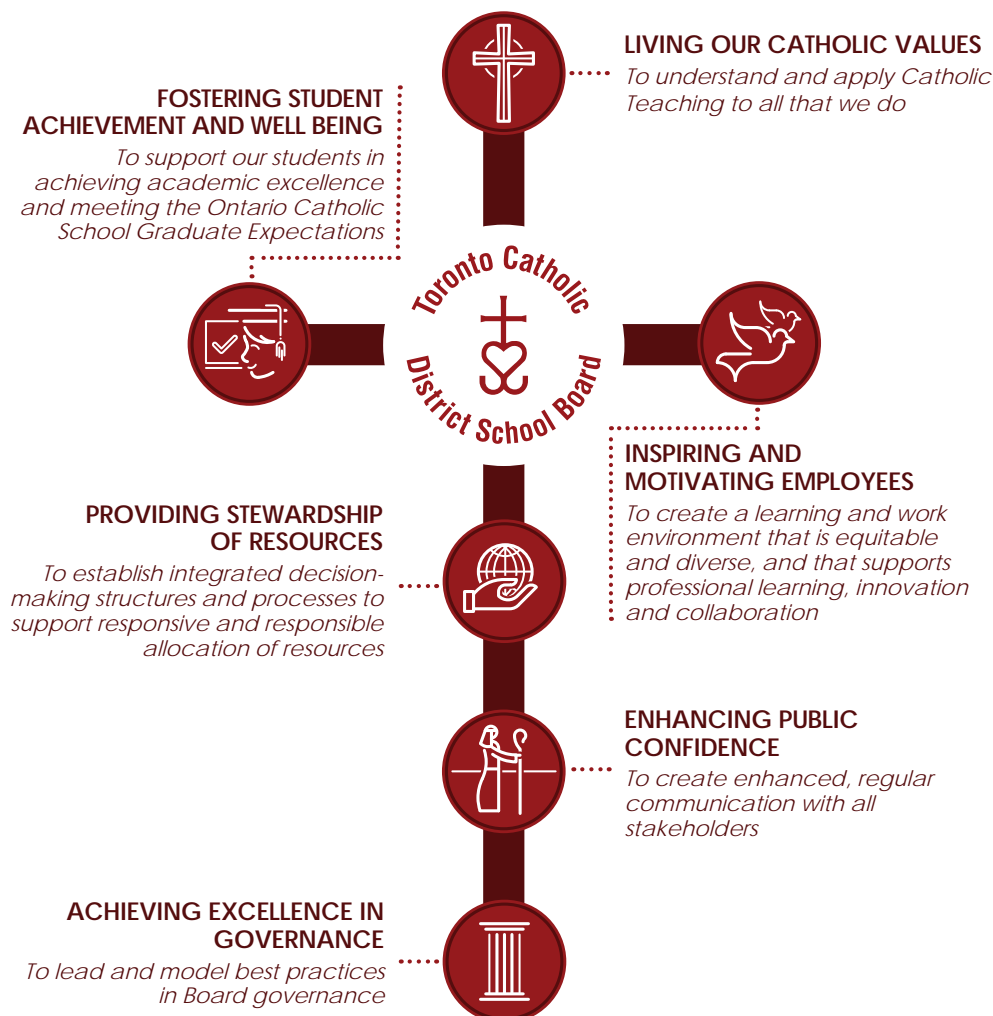
This Equity Plan supports the Pastoral Plan through actions which engender caring relationships, value the unique gifts of every person, celebrate diversity, promote inclusion, and help create safe and welcoming work and learning environments.



## 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)

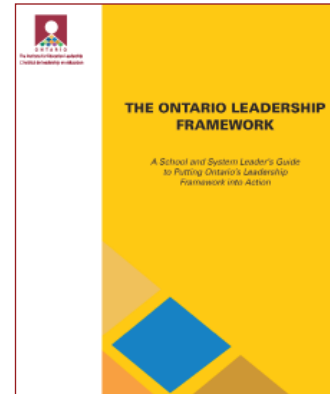
The Toronto Catholic District School Board's Catholic Equity and Inclusive Education Policy (2011) consists of twelve regulations that encompass equity within the Catholic context. This plan supports and animates these regulations.

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



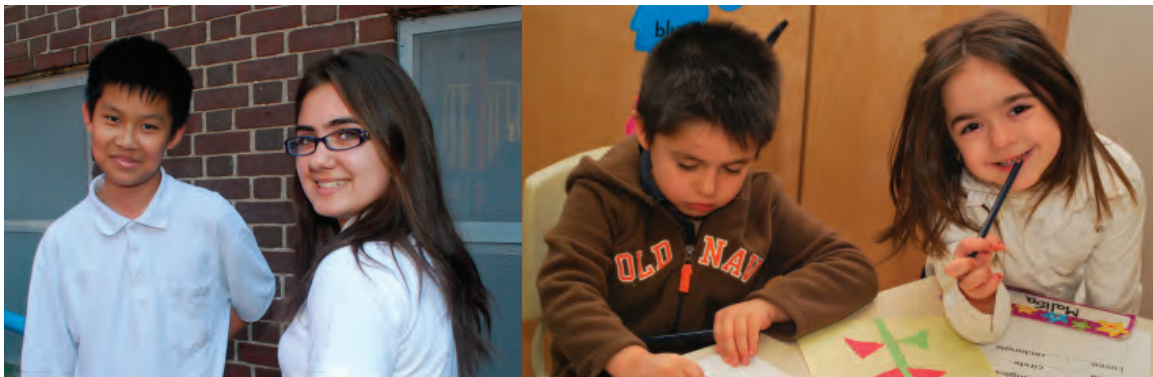
## BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

- 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.



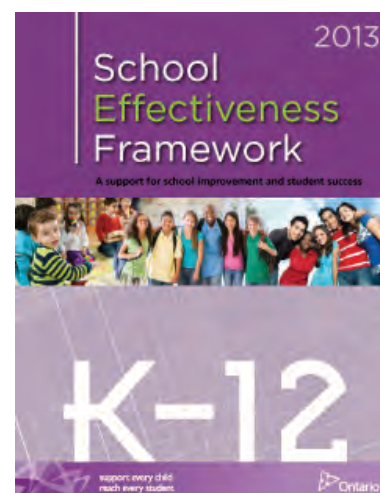


## THE SCHOOL EFFECTIVENESS FRAMEWORK: A SUPPORT FOR SCHOOL IMPROVEMENT AND STUDENT SUCCESS, 2013

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

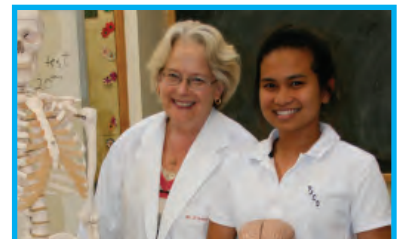


## GOAL

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;
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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
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.

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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

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- 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"> <li>• 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.</li> </ul>
5. Support student pathway choices.	<ul style="list-style-type: none"> <li>• Work with stakeholders to examine and address systemic barriers to pathway choices and graduation.</li> <li>• Examine different approaches to support appropriate gr. 9 pathway choices.</li> </ul>
6. Address suspension, expulsion, and exclusion rates.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Gather data on suspensions, expulsions, and on groups affected, and identify ways to address disparities revealed by the data.</li> <li>• 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.</li> </ul>
7. Increase parent engagement in equity and inclusive education.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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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

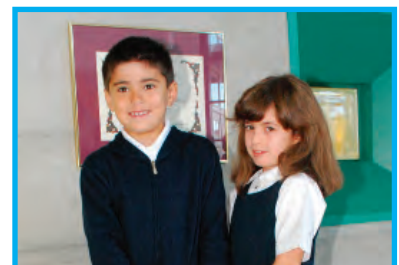


## GOAL

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

- 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
8. Identify strategies for reaching out to parents disengaged from the education system.	<ul style="list-style-type: none"> <li>• Develop a strategy to increase diversity on Catholic Parent Involvement Committee (CPICs).</li> </ul>
9. Create an Indigenous Education Advisory Committee.	<ul style="list-style-type: none"> <li>• Continue to work with the TCDSB Indigenous Education Advisory Committee to improve outcomes for Indigenous students.</li> </ul>
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"> <li>• 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.</li> </ul>
11. Support mental health and well-being through the Catholic equity lens.	<ul style="list-style-type: none"> <li>• Develop an equity audit checklist for administrators and teachers that supports equity, diversity, and inclusion.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>





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*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"> <li>• Require all business leaders to include equity goals in their Annual Growth Plan (AGP).</li> <li>• 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.</li> </ul>
2. Enhance diversity in recruitment, hiring and promotion for: <ul style="list-style-type: none"> <li>• Educators and</li> <li>• School leaders</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
3. Identify opportunities for collecting and analyzing additional demographic data related to the teaching profession for TCDSB.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

*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

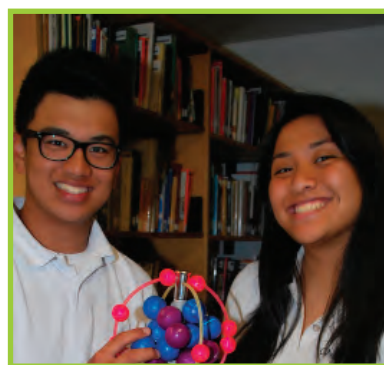
As measured by an annual equity survey, the TCDSB will ensure that:

- 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.

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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"> <li>• Continue the professional equity learning series for senior staff in order to deepen understanding of equity competencies and gain an appreciation of internal bias.</li> </ul>
	<ul style="list-style-type: none"> <li>• Include an Equity Module in leadership programs:               <ul style="list-style-type: none"> <li>- Foundation Series (aspiring leaders)</li> <li>- VP Transition Series (aspiring vice principals)</li> <li>- Head Start Summer Institutes (newly appointed and shortlisted principals and vice principals)</li> <li>- Issues Series (newly appointed vice principals)</li> <li>- Succession Series (first-year principals).</li> </ul> </li> </ul>
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"> <li>• Work with the Human Rights and Equity Advisor to review all policies to ensure equity at all levels of the system.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide expert-facilitated internal bias training for all principals and vice principals to foster the development of equity leadership competencies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establish a process for the resolution of human rights related complaints.</li> </ul>

*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"> <li>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.</li> </ul>	<b>School and Classroom Practices</b>  
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Central resource staff to produce a list of recommended resources to support purchasing decisions for effective materials that enhance culturally and linguistically responsive pedagogy.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to work with the TCDSB Indigenous Education Advisory Committee to improve outcomes for Indigenous students.</li> </ul>	
2018+	<ul style="list-style-type: none"> <li>Provide professional learning focused on culturally responsive and relevant pedagogy for Student Success teams.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Review and update learning commons' resources to ensure diversity.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
2019 (spring)	<ul style="list-style-type: none"> <li>Develop culturally and linguistically relevant resources for K-12 and strategies through the annual summer writing project initiative.</li> </ul>	

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


YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2019	<ul style="list-style-type: none"> <li>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>.</li> </ul>	<b>School and Classroom Practices</b>  
	<ul style="list-style-type: none"> <li>Develop an equity audit checklist for administrators and teachers that supports equity, diversity, and inclusion.</li> </ul>	
2019+	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop a strategy to Increase diversity on CPICs.</li> </ul>	
2019 - 2020	<ul style="list-style-type: none"> <li>Develop professional learning opportunities on how to incorporate student voice to inform curriculum and teaching and support student engagement.</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop a portal for teacher librarians and library technicians for equity-based resources.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Work with stakeholders to examine and address systemic barriers to pathway choices and graduation.</li> </ul>	
	<ul style="list-style-type: none"> <li>Examine different approaches to support appropriate gr. 9 pathway choices.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Gather data on suspensions, expulsions, and on groups affected, and identify ways to address disparities revealed by the data.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	





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

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2018	<ul style="list-style-type: none"> <li>Continue the professional equity learning series for senior staff in order to deepen understanding of equity competencies and gain an appreciation of internal bias.</li> </ul>	<b>Leadership, Governance and Human Resource Practices</b>  
2018 (fall)	<ul style="list-style-type: none"> <li>Provide expert-facilitated internal bias training for all principals and vice-principals to foster the development of equity leadership competencies.</li> </ul>	
2018+	<ul style="list-style-type: none"> <li>Require all business leaders to include equity goals in their Annual Growth Plan (AGP).</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to implement the equity-focused in-service module for NTIP teachers with an emphasis on human rights training.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Work with the Human Rights and Equity Advisor to review all policies to ensure equity at all levels of the system.</li> </ul>	
2018 - 2019	<ul style="list-style-type: none"> <li>Establish a process for the resolution of Human Rights related complaints.</li> </ul>	
2018 - 2021	<ul style="list-style-type: none"> <li>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.</li> </ul>	

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

YEAR	SUPPORTING ACTION	COMPONENT OF THE PLAN
2019	<ul style="list-style-type: none"> <li>Liaise with Faculties of Education and post-secondary institutions to identify and eliminate barriers to recruit teacher and ECE candidates.</li> </ul>	<b>Leadership, Governance and Human Resource Practices</b>  
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>Include an Equity Module in leadership programs:               <ul style="list-style-type: none"> <li>Foundation Series (aspiring leaders)</li> <li>VP Transition Series (aspiring vice principals)</li> <li>Head Start Summer Institutes (newly appointed and shortlisted principals and vice principals)</li> <li>Issues Series (newly appointed vice principals)</li> <li>Succession Series (first-year principals).</li> </ul> </li> </ul>	
2019+	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	
2019 - 2021	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	

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

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

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