

Resolution	Connection to TCDSB EAP	Status
<p>1. Staff prepare a report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledges how important it is for students to be able to see themselves reflected in different fields and positions of leadership</p>	<p>Leadership, Governance, and HR Practices (LGHR) Priority Action #2</p>	<ul style="list-style-type: none"> • Regularly scheduled meetings between Senior HR and Senior Equity staff to discuss and implement priority recruitment strategies and track progress metrics. • Interview preparatory sessions offered to all candidates with a deliberate invitation to visible minority candidates. • Job applications have been reviewed with an equity lens. • Ability for candidates to self-identify as a member of an employment equity group is included on all job applications and this information informs progress update discussions. • A diversity statement has been included on all job postings. • All departments have been informed that equity and diversity goals are to be considered in all hiring decisions. • Implicit bias training for interview panelists (all principals) taking place in March 2021. • Discussions have taken place to ensure having culturally diverse interview panel members. • Review of interview questions for cultural sensitivity will be taking place.

		<ul style="list-style-type: none"> • Active discussions occurring with Faculties of Education to promote equity in program admission. • Steps have been taken to form a TCDSB Academic/Business Visible Minority Leader Committee designed to flag leadership disablers and propose ways to proactively identify and cultivate diverse leaders early in their careers. • Deliberately include TCDSB business leaders in diversity training sessions to enhance their leadership efficacy and awareness. • Process to begin regarding a revision/update of the current TCDSB Employment Equity Policy (H.M. 11).
<p>2. Disaggregated race-based student data collection be initiated so that the TCDSB knows the issues BIPOC students face and has numbers on representation</p>	<p>LGHR Priority Action #3</p> <p>School and Classroom Practices (SCP) Priority Action #6</p>	<ul style="list-style-type: none"> • Equity dept is collaborating closely with the Research dept. • Consultations have taken place with Legal Counsel, Privacy Officer, and IT team. • Counterparts at several Ontario Catholic district school boards have been consulted in order to be more closely aligned. • Funding recently approved by the Equity Secretariat to be used for a part-time Project Coordinator. • Aim to launch pilot collection with all Gr.9 students in the spring of 2021. • Target of September 2021 to roll out Gr.3-12 or K-12 collection of data.

<p>3. The School Resource Officer (SRO) program be reviewed as part of the aforementioned race-based student data collection in order to determine whether the program has fulfilled its mandate</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • SRO Program does not exist anymore. • School Engagement Team (SET) Program has replaced the SRO Program. • More regarding the SET Program in Resolution #18.
<p>4. The effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as part of the aforementioned race-based student data collection</p>	<p>LGHR Priority Action #3</p> <p>SCP Priority Action #6</p>	<ul style="list-style-type: none"> • This analysis will take place once data collection has been completed.
<p>5. The Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate Black and Indigenous histories and topics</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Completed in July 2020.
<p>6. Mandatory bi-annual anti-racism training for all teachers, administrators, and staff be put in place which helps break down the racial barrier between themselves and students and facilitates an understanding of BIPOC topics</p>	<p>SCP #1, 4</p>	<ul style="list-style-type: none"> • In August 2020, approximately 120 staff members participated in the Ontario Federation of Indigenous Friendship Centre's Trauma Informed Education sessions. Staff who were put on a waiting list (about 80 staff) will be offered the opportunity to take the sessions in April 2021, while those who enrolled in the first session will be able to take cycle 2 in April 2021.

		<ul style="list-style-type: none">• First mandatory training took place during the September 2020 PD days, with one day focused on anti-racism, systemic racism, anti-Black racism, and decolonization.• Equity professional learning is a standing item on weekly Education Council meetings. Topics have included implicit bias, microaggressions, and the importance of talking about race. Currently, Education Council is engaged in a book study of “White Fragility” by Robin DiAngelo.• Anti-Racism PD conducted with SS VPs, social work staff, and teachers in the New Teacher Induction Program (NTIP).• Approximately 100 teachers enrolled in Indigenous Education AQ courses fully funded by the board’s Indigenous funding.• PD on culturally responsive learners, privilege, and anti-racism took place with approximately 550 teachers at St. Anne’s Catholic Academy, School of Virtual Learning.• Equity Book Club has attracted over 100 staff across the system. The books “White Fragility” by Robin DiAngelo and “So You Want to Talk About Race” by Ijeoma Oluo have been read and discussed.• A Connections and Conversations series was launched with about 100 staff attending the first session on anti-racism and anti-Black racism and another 100 staff attending the second session on residential schools.
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7. The TCDSB allocate funding in the upcoming budget process towards the purchase of books that support culturally responsive and relevant pedagogy and are written by Black, Indigenous and other diverse ethnic authors	SCP #2	<ul style="list-style-type: none"> Equity funds allocation done annually based on demographics. EPAN (Equity/Poverty Action Network) Schools are also beneficiaries of additional resources. Funding has been provided to schools to assist with Indigenous Education books and resources. Bibliography of diverse authors and themes to support schools in progress.
8. Staff create resources for teachers to tackle racism in the classroom and initiate discussions	SCP #2	<ul style="list-style-type: none"> “The Ark” equity website and newsletter created for staff. First ever Remembrance Day: Through an Afrocentric Lens – looking at the contributions of Black military service people and their experiences with racism. This included a centrally-organized liturgy and a webinar, but the initiative encouraged every teacher in the system to teach this perspective.

		<ul style="list-style-type: none"> • Research 101 culturally relevant and responsive pedagogy training has been offered to numerous teachers in EPAN schools. • A Mindfulness and Christian Meditation series focused on Building Inclusive Classrooms through an Anti-Racism Lens attracted 30 teachers across the board. • An Anti-Racism Conference for staff and students is being offered in May 2021. • Multiple equity webinars organized by CSLIT and the Equity dept have been presented to students.
9. A communication be sent to all teachers with a specific focus on those who deal with racial justice-related texts (ex. English teachers) in order to educate them on why they should not use racial slurs in the classroom regardless of whether they are written in a text	SCP #2	<ul style="list-style-type: none"> • Communication sent to all staff in November 2020. • Library Collections guidelines and English/French text guidelines are currently being finalized. • Consultations with various central resource staff and English dept heads have taken place on the guidelines. • Community advisory committees will be consulted.
10. Staff create mental health resources catered specifically to the unique experiences of BIPOC students	SCP #11	<ul style="list-style-type: none"> • Equity, Nurturing our Catholic Community (NCC), Safe Schools and Special Services depts have collaborated on resources. • Equity, Mental Health, NCC, and Safe Schools websites will be updated with resources

		<p>specific to racially marginalized students and families.</p> <ul style="list-style-type: none"> • Equity, NCC, and Safe Schools depts launched a webinar series on Christian Meditation and Mindfulness to build safe and inclusive classrooms.
<p>11. TTC tickets be provided to students attending Catholic Student Leadership Impact Team (CSLIT) General Assembly meetings in order to increase accessibility and ensure a diverse range of voices can be heard</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Budget Services and Transportation will be contacted when in-person meetings resume. • No foreseen difficulties.
<p>12. The TCDSB engage with a multitude of relevant community organizations, including but not limited to the Taibu Community Health Centre, Trust 15, the Harriet Tubman Community Organization, and CAFCAN, in a more meaningful way to ensure that students have access to their immensely beneficial and life-changing resources</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Existing partnership with Trust 15 • Proposals and partnerships are being considered with Canadian Alliance of Black Educators, Stolen From Africa, TAIBU's PLUG Project, One Voice One Team, and Delta's SNAP program. • Working with Power to Girls. Online programming has been offered to schools in marginalized communities, as well as assistance and support for those affected by COVID. • Community Relations Officers continue their connection to these agencies and organizations

<p>13. The TCDSB make an official commitment to tackling anti-Black racism given that the word “Black” was not mentioned a single time in the TCDSB Equity Action Plan</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Communication released from the Director’s Office regarding the board’s commitment to dismantling anti-Black racism. • A “Dismantling ABR Strategy” is in the process of being created. • Working with the African Canadian Advisory Committee and Research dept to conduct virtual focus groups with all TCDSB stakeholders in the Black community to help inform the strategy. Student focus groups are close to completion. • See other initiatives previously mentioned, such as Remembrance Day: Through an Afrocentric Lens, African Canadian Heritage Month events, and anti-Black racism professional learning for staff.
<p>14. Staff write a human rights-specific policy modelled around the Ontario Human Rights Code which recognizes the enumerated grounds of the Charter, lays out wrongful behaviours, and details an investigation process</p>	<p>Organizational Culture Change (OCC) #1</p>	<ul style="list-style-type: none"> • In progress with the Human Rights and Equity Advisor.
<p>15. All TCDSB reports and policies go through a race equity lens prior to being published</p>	<p>OCC #1</p>	<ul style="list-style-type: none"> • Process has already been established and is in place.
<p>16. Proper infrastructure be put in place to address equity needs within the TCDSB</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • A report is being prepared to request additional staff and funding.

<p>in the form of a more extensive and permanent equity team</p>		
<p>17. The TCDSB commit to working with the African-Canadian Advisory Committee, the Indigenous Education Advisory Committee, and other relevant diverse ethnic committees and BIPOC students in implementing these recommendations</p>	<p>SCP #7, 8, 9</p>	<ul style="list-style-type: none"> • On-going. • All Advisory Committees have met on several occasions except for the Spanish-Speaking Committee, who has met once due to new membership. • The African Canadian Advisory Committee has revised its Terms of Reference with a five-year plan in place to dismantle anti-Black racism. • Consultations with Advisory Committees continues to occur regarding equity initiatives.
<p>18. a) there be a review of the partnership between the Toronto Police Service and the TCDSB including the School Engagement Team Officers (SET) Support program</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • SET program has been put on a pause indefinitely. • If SET resumes, TCDSB will conduct a review of the program through a trauma-informed lens, together with Toronto Police Services and other relevant stakeholder groups.
<p>b) an equity lens be established upon inception of the review of these partnerships and be applied through all phases including community consultations with partnership organizations, as well as an equity lens</p>		<ul style="list-style-type: none"> • Connected to (a)

for the data analysis and decision making		
c) a statement be included on the first page of the review stating that the “primary goal of the review is to capture and centre the voices of those students, families, and communities who have traditionally been excluded, marginalized, and/or discounted		<ul style="list-style-type: none">• Connected to (a)
d) that the school engagement team be requested to provide a presentation to Trustees		<ul style="list-style-type: none">• Connected to (a)