

Toronto Catholic  
District School Board

# 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

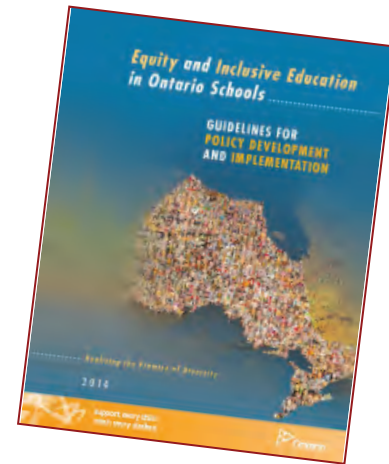
"...identifying and changing institutional policies and procedures, as well as individual behaviours and practices that may be racist in their impact."

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:

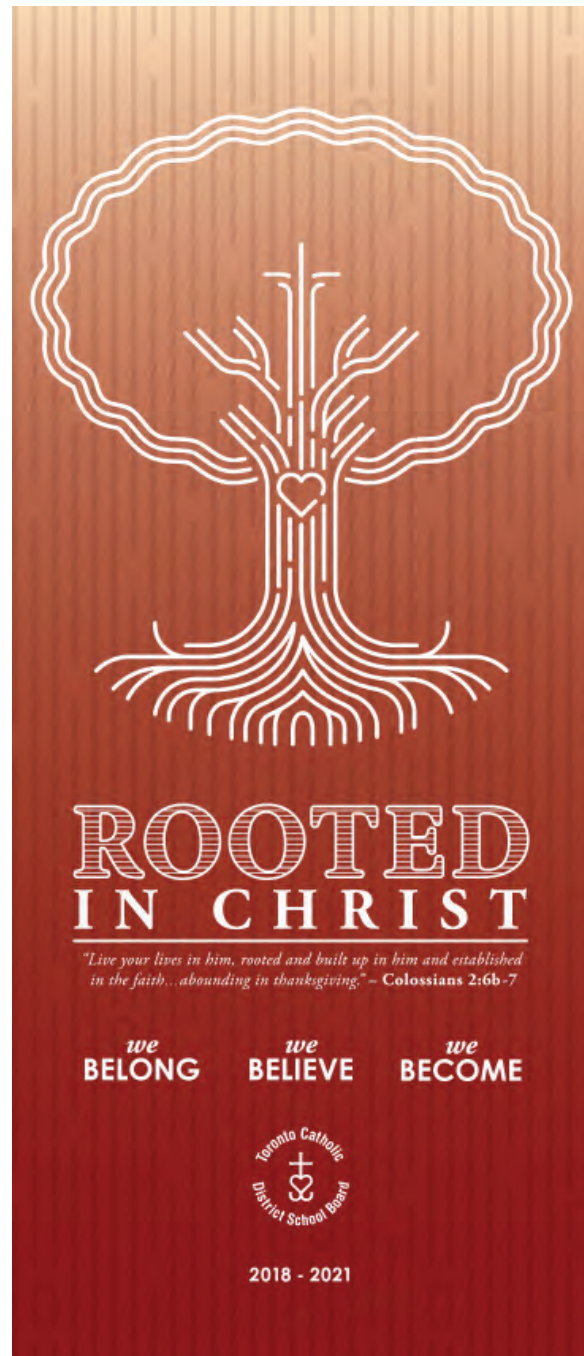
- Three-Year Pastoral Plan: Rooted in Christ, "we BELONG, we BELIEVE, we BECOME",
- the Multi-Year Strategic Plan,
- the Board Learning Improvement Plan,
- Growing Success,
- the Ontario Catholic School Graduate Expectations,
- the Catholic Equity and Inclusive Education Policy (H.M. 24),
- the Ontario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



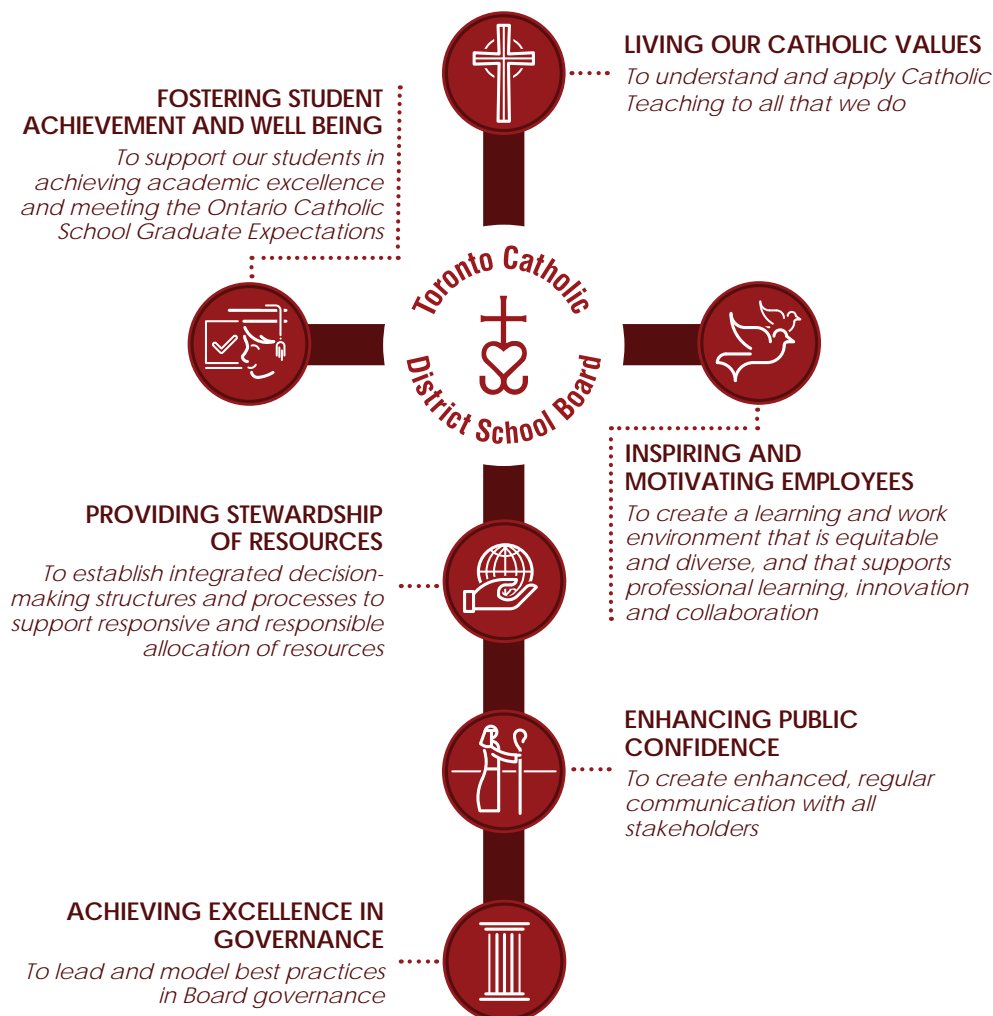


## THE MULTI-YEAR STRATEGIC PLAN

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:

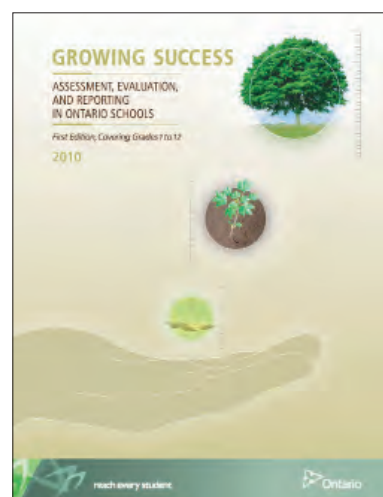
- Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices
- Engage in a cyclical learning process of inquiry: plan, act, observe and reflect, with a focus on culturally relevant and responsive pedagogy



## 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.

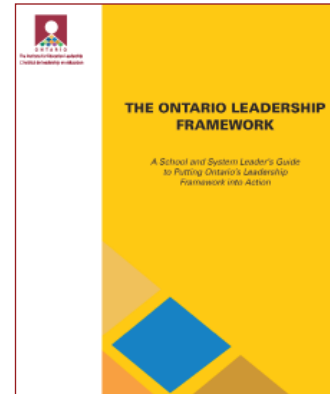
<https://www.tcdsb.org/Board/Policies/Pages/hm24.aspx>



# 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)



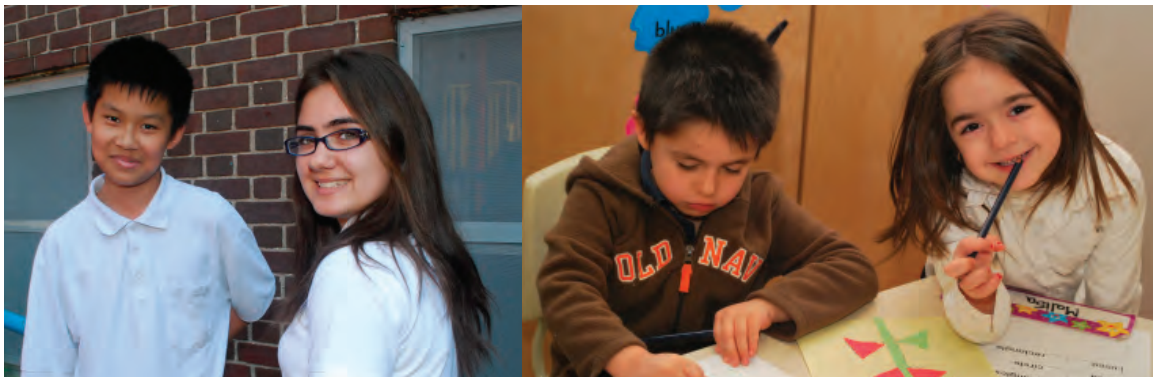
## BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

- 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.

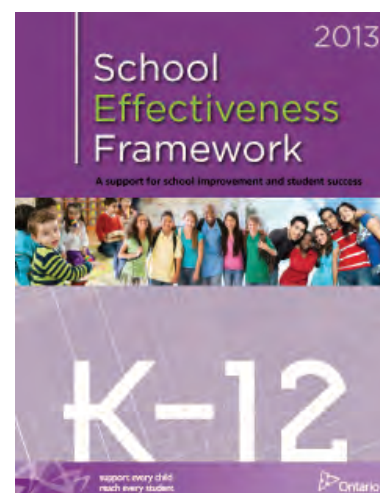


## THE SCHOOL EFFECTIVENESS FRAMEWORK: A SUPPORT FOR SCHOOL IMPROVEMENT AND STUDENT SUCCESS, 2013

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.*

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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.	<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>
	<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>• Central resource staff will 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>• Develop a portal for teacher librarians and library technicians for equity-based resources.</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>• 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.</li> </ul>
3. Ensure the history of residential schools, treaties, and colonialism are taught.	<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>



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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>

*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.*

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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

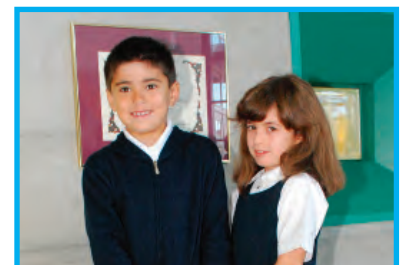


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- assessment strategies are equitable and permit students to demonstrate their learning in relationship to curriculum expectations;
- systemic barriers are removed for students from low income environments, racialized students, Indigenous students,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

PRIORITY ACTION	SUPPORTING ACTIONS
8. Identify strategies for reaching out to parents disengaged from the education system.	<ul style="list-style-type: none"> <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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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.*

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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>

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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....*

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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.*

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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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