

EQUITY ACTION PLAN

2023 TO 2026

The Toronto Catholic District School Board (TCDSB) is committed to fostering and achieving inclusive learning, teaching and working environments that support every student, family, staff and community members. The TCDSB's 2023-2026 Equity Action Plan (EAP) identifies our priorities to ensure that the TCDSB provides equitable opportunities at all levels of our system.

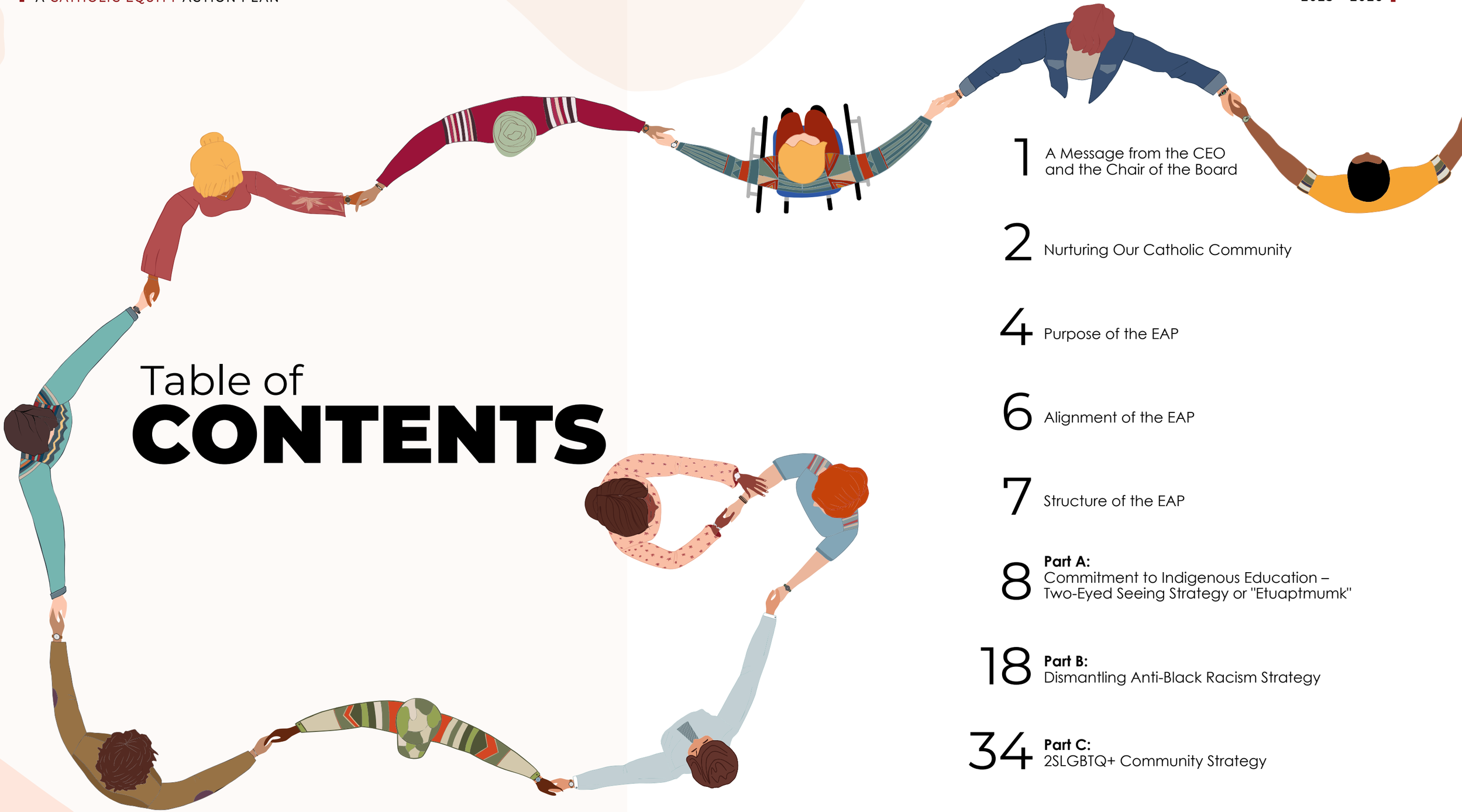


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A message from the Chief Executive Officer AND Chair of the Board

The Toronto Catholic District School Board (TCDSB) is committed to fostering and achieving inclusive learning, teaching, and working environments that support every student, family, staff, and community member. We strive to treat everyone with respect and dignity.

As persons created in the image and likeness of God, it is essential that everyone is treated with love. The TCDSB's 2023-2026 Equity Action Plan (EAP) identifies our priorities to ensure that the TCDSB provides equitable opportunities at all levels of our system. In the TCDSB's 2021-2024 Pastoral Plan, "Walking with Christ", we take inspiration to shape and strengthen our community into one that honours the dignity of all persons in our schools, homes, and parishes. The TCDSB remains steadfast in its approach toward systemic change and social justice by putting faith into action.

The TCDSB is committed to providing equity of opportunities to all students and staff, but especially to historically marginalized communities. In this plan, we intentionally support Indigenous, Black, and 2SLGBTQ+ communities. It is our mission to identify and remove barriers and to embed and strengthen culturally responsive and relevant pedagogy (CRRP) and curriculum across all grades and subjects. TCDSB recognizes the importance of consulting with advisory groups and other education stakeholders to accomplish this work.

The TCDSB recognizes the importance of the Truth and Reconciliation Commission's Calls to Action as it pertains to Indigenous Peoples and communities. Building relationships and understanding supports Indigenous self-determination as we continue to work closely with Indigenous communities, Elders, and Knowledge Keepers. The TCDSB also understands the unfortunate reality that systemic racism persists, and we continue to put great effort towards its elimination by acknowledging the pervasiveness of anti-Black racism (ABR) and continue to work to dismantle ABR with a firm commitment to developing actions that have meaningful outcomes. The TCDSB remains resolute in its efforts toward making its spaces safer and more welcoming for members of the 2SLGBTQ+ community and will work to strengthen opportunities for student success and well-being. To assist with understanding and measuring progress, data collection and analysis of patterns will inform decisions that can contribute to equitable learning and working environments. It is our collective responsibility to develop environments that are not only equitable, diverse, and inclusive, but are also anti-racist and anti-oppressive, so that students and staff can continue to grow and achieve their full potential.

Equity is an ongoing journey and is one which requires time and persistent effort. We are confident that by following in the footsteps of Jesus Christ and recognizing that we are all created in God's image, we can work together to dismantle systemic barriers and better serve our most marginalized community members leading to a school system that is authentically inclusive and welcoming.

Yours in Catholic Education,



Dr. Brendan Browne
Chief Executive Officer



Nancy Crawford
Chair of the Board

Nurturing Our Catholic Community

In St. Paul's Letter to the Romans (2.11), we read:

"For God shows no partiality"

As a Catholic learning community, the Gospel inspires us to grow and lead lives of faith, charity, hope and courage. This is beautifully reflected in the TCDSB mission statement as we "continue the focus on nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self." Diversity, inclusion, and equity are reflected in our belonging to God and each other.

EQUITY

Each person should have access to the same opportunities regardless of situation and circumstance. The TCDSB Pastoral Plan (2021-2024) calls us "to demonstrate advocacy with courage and wisdom and to take important steps to promote equity, acceptance and belonging to create a kinder, more inclusive world." Our Catholic community must be **"Let us sing for joy to God who protects us." – Psalm 95:1**

DIVERSITY

The TCDSB is a diverse community committed to ensuring equitable and inclusive learning environments for all students, staff, families, and stakeholders. We want all staff and students to value diversity, demonstrate respect for others, and commit to establishing a just, caring society. This is 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

INCLUSION

Scriptural accounts of Jesus provide a constant witness of his inclusiveness. Jesus welcomed all people into the Kingdom of God and sought out the marginalized. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God and are to be welcomed and treated equitably. We strive to achieve a fair and inclusive school climate where all members of the school community feel welcomed, safe, nurtured and experience an authentic sense of belonging.

"Whoever welcomes you welcomes me, and whoever welcomes me welcomes the one who sent me." – Matthew 10:40

Purpose of the EAP

> "As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience."
>
> Colossians 3:12

We follow Christ's example, equity actions and initiatives apply Catholic social justice teachings rooted in affirming the dignity and worth of every student, staff, and community member. We walk a path to transformation through anti-racist, anti-oppression, and decolonizing methodologies, which include and affirm diverse identities. The achievement and well-being of all students in their journeys towards completing Ontario's Catholic Graduate Expectations is the compass for the direction in meeting students' individual needs.

The TCDSB recognizes the barriers that face marginalized students with disabilities/special education needs, children and youth in care, religious minorities, newcomers to Canada, students experiencing poverty, and specifically students who are Indigenous, Black, or racialized, and students who identify as 2SLGBTQ+. We accept the intersectionality of these identities and the complexity of each person's lived experience.

We are committed to intentional actions toward removing barriers and making education more accessible for all. The EAP provides a roadmap for our Board toward a more inclusive and equitable community. We

recognize that education is rooted in larger systems of oppression and all members of our TCDSB community have a responsibility to ensure equitable outcomes for all. We acknowledge that education has the power to change an individual's future, impact families, and influence communities, so we call on our collective responsibility as a Catholic community to foster inclusive and equitable learning environments so that students can reach their full potential.

Universal Practices

1. **Human Rights is the foundation for all our work.**
   As per Ontario's Human Rights Code (Code) and Canada's Charter of Rights and Freedoms, we strive to ensure equal treatment without discrimination against members of groups protected by the Code in our education services and employment.

2. **Equitable Human Resources Practices:**
   We will continue to identify, understand and address barriers to the recruitment and retention of marginalized groups, specifically Black, Indigenous and 2SLGBTQ+. It is our overarching commitment to increase the diverse representation of teachers, administrators, senior team members, mental health staff, and other staff members.

3. **Equitable Provisions of Actionable Needs (EPAN) Funding and Resourcing for Schools:**
   The EAP is also grounded in the TCDSB's commitment to poverty reduction. The Ministry of Education provides funding to schools that have been geographically located in Census Canada's socio-economically stressed neighbourhoods. Through mathematical modelling based on enrolment and other sociodemographic factors, the TCDSB distributes funding to schools that need it the most. Our schools are the conduits of school-based support (Angel Foundation For Learning (AFL) sponsored student nutrition programs, Adult Education programs, and EPAN funds) and integrated local community supports (parent/family programs, Early Years Centres) that effectively serve our stakeholders and mitigate barriers caused by poverty. This plan will annually review the factors within the model to ensure the best criteria for resource and funding allocations are leveraged.

Alignment of the EAP

In our continuing efforts towards transformation, there is an intentional connection of the EAP to the Multi-Year Strategic Plan (MYSP), the Pastoral Plan, and the Special Education/Mental Health Plan. As the EAP is a living document, there will also be alignment with the Ontario Human Rights Commission's (OHRC) forthcoming plan pertaining to anti-Black racism.

Multi-Year Strategic Plan (MYSP)	In God's image: Growing in Knowledge, Justice and Hope. Our three key focus areas are reflected and centred in the words "In God's Image." Equity is a pillar of the MYSP, and the work that needs to be done is grounded in the simple yet powerful statement that we are made in God's image.
Pastoral Plan	Walking with Christ – Our daily lived experience is centred in Christ, and it is only when we follow Jesus' example that we will be able to look at our school communities with eyes of faith and hope to see where systemic change needs to take place; hearts of kindness and love to authentically listen to lived experiences; and minds of justice and peace to ensure that our students are able to feel the peace of Christ that comes when justice is ever-present.
Special Education/ Mental Health Plan	Within Us – Between Us – Around Us - The work of equity must enhance the way we wrap our services around our learning communities. It is not the work of any one person, but rather it is within us to move forward; between us to dialogue and problem solve, and around us that we will see the fruits of our labour.
Ontario Human Rights Commission (OHRC)	On February 27, 2023, **the OHRC released a community letter** noting that over the past year they have met with the Ministry of Education, education officials, stakeholders, and community organizations on issues pertaining to anti-Black racism in all of Ontario's publicly funded education systems. The OHRC will produce and release an action plan with short and long-term goals and recommendations. We will actively work to ensure the OHRC plan is incorporated into our EAP.

Structure of the EAP

Taken together, the EAP is a living document that will adapt to system needs over time, informed by continuous improvement and data analysis. Within each of the three strategies, we state our commitments. We have listed four commitments towards Indigenous Education, seven commitments towards Dismantling Anti-Black Racism, and three commitments towards supporting the 2SLGBTQ+ community.

> The number of commitments does not indicate the depth and scope of the work and focus within each area of equity we are focusing on, nor is one area more important than another. Each strategy is unique and we did not impose a universal framework across the three areas of focus.

With each commitment, we have provided the operational actions needed to achieve each commitment and labeled which departments will be accountable for carrying out the actions. Each commitment also has its own clear monitoring framework tied to the expected outcome anticipated. In some cases, the expected outcomes for some individual commitments will take several years to accomplish, however, reportable key indicators per year are built in to indicate progress. This action plan is designed to guide programs, services and initiatives and inform us about continuous improvement. It does not provide the day-to-day details.

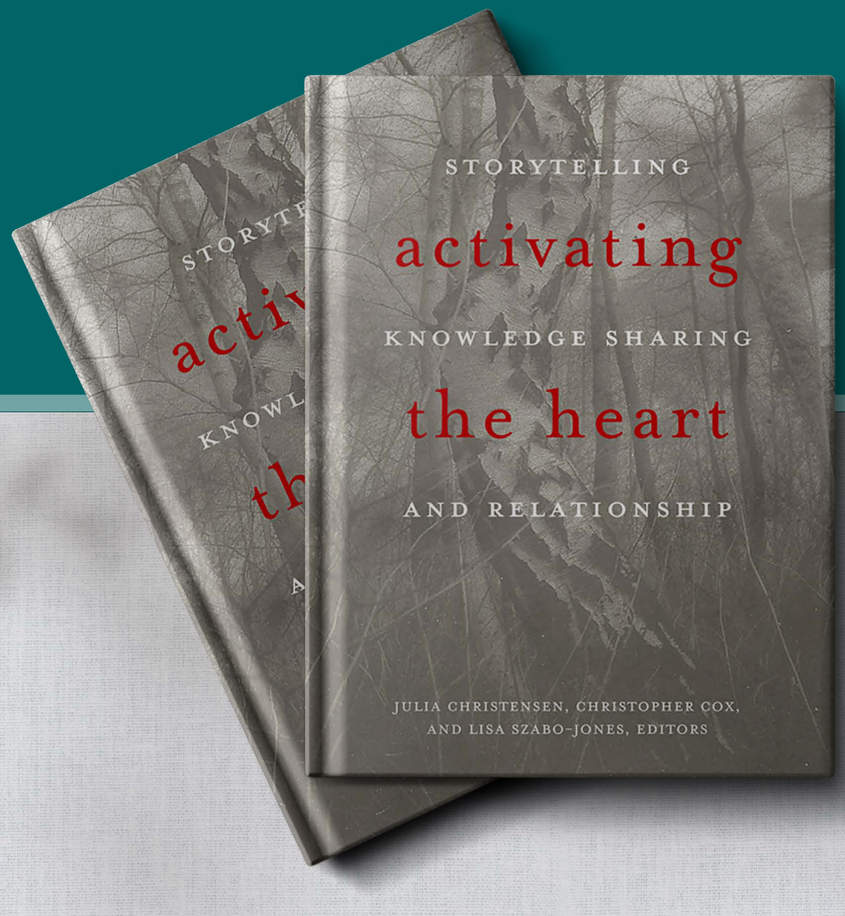
Within each of the three strategies:

4	7	3
Commitments towards Indigenous Education	Commitments towards Dismantling Anti-Black Racism	Commitments towards supporting the 2SLGBTQ+ community

PART A

Commitment to Indigenous Education – Two-Eyed Seeing Strategy or "Etuaptmumk"

Mi'kmaw word for 'Two-Eyed Seeing', by Mi'kmaw Elder, Albert Marshall (2004).



> Education provides one of the greatest hopes for repairing cultural attitudes, redressing the legacy of Indian Residential Schools, and advancing the process of reconciliation

-Justice Murray Sinclair,
Chair of the Truth and Reconciliation Commission of Canada

Educational history in Ontario has resulted in Indigenous peoples' structural and societal marginalization, minimizing the history of colonization and cultural worldviews. We need dedicated programs, resources, and professional learning to address this. All students and educators must benefit from a deep understanding of Canada's history of colonization, the trauma of residential schools, and the influence on current relationships between Indigenous and non-Indigenous people.

As Catholics, we are inspired by Pope Francis' apology "I humbly beg forgiveness for the evil committed by so many Christians against the Indigenous peoples." It is incumbent upon us to fulfill the Truth and Reconciliation Commission's (TRC) calls for action. TCDSB's focus is to support teachers and administrators in integrating Indigenous knowledge and teaching methods into the classroom (Calls to Action 6-12 and 62-64).

In partnership with members of Indigenous communities, we acknowledge the challenges using the guiding principle of Two-Eyed Seeing. This is an approach of inquiry and solutions in which people can come together to view the world through an Indigenous lens with one perspective, while the other sees through non-Indigenous lens. This approach seeks to avoid knowledge domination and assimilation by recognizing Indigenous and non-Indigenous worldviews.

We feel it is prudent to explain why the Two-Eyed Seeing Strategy is presented differently than our ABR and 2SLGBTQ+ strategies. Indigenous education refers to educational initiatives that prioritize the needs and experiences of Indigenous students, their communities, and cultures. This approach recognizes the unique histories, cultures, and languages of Indigenous peoples and aims to promote their empowerment and self-determination. Indigenous education also seeks to address the ongoing impacts of colonialism, including the marginalization and erasure of Indigenous knowledge and ways of knowing in mainstream educational systems. Our priorities are integrating Indigenous perspectives and Ways of Knowing within the curriculum and classroom. Through this strategy, we plan is to increase knowledge of Indigenous spirituality, and knowledge systems. The bringing together of Indigenous and non-Indigenous worldviews, allows us two-eyed seeing to inform our actions.

In understanding our progress with this action plan, within a two-eyed way of seeing, we must consider that a decolonized agenda requires a critical and careful reflection on the role that colonization plays in how Indigenous knowledge is articulated today and how it is shaped by experiences of colonization. We must move beyond just identifying colonial practices and the barriers they present, and how the concept of two-eyed seeing offers a framework from which to explain not only how different systems of knowing can be brought together, but why they are important (Martin, 2012) . Therefore, we cannot apply a universal, science-based or market-driven, colonial perspective to describe growth, change and progress. We need to braid our Western need to measure progress, respectfully, holistically and ethically with decolonized Indigenous ways of knowing to create a shared knowledge system.

1. Martin, D. H. (2012). Two-eyed seeing: a framework for understanding Indigenous and non-Indigenous approaches to health research. Canadian Journal of Health Research, 44(2), 20-42.

Ways in Which the TCDSB is Facilitating Etuaptmumk (Two-Eyed Seeing):

1. Continue to support Indigenous self-determination and self-identification, and culturally responsive learning for staff and educators through the continued development of Kindergarten to Grade 12 (K-12) learning and resources.
2. Continuing to Build Trust and Relationships.
3. Continued acknowledgment of the Territories and Treaties on which non-Indigenous peoples came as settlers and guests.
4. Continue to honour and celebrate Indigenous Days of Significance.

1

Continue to support Indigenous self-determination and self-identification, and culturally responsive learning for staff and educators through the continued development of Kindergarten to Grade 12 (K-12) learning and resources.

Annual activities toward the continued development of K-12 learning and resources include but are not limited to:

A. The development and implementation of K-12 curriculum and learning resources on Indigenous peoples in Canadian history, and the history and legacy of residential schools. Professional learning days are provided throughout the year to help teachers increase their knowledge of Indigenous culture, history, and traditions as well as where to locate/borrow classroom resources. Examples of elementary learning Initiatives include Cree Storytelling with Sage and Ojibwe Storytelling with Shawni, Turtle Protecting Land Based Eco School Education Programs, ICFF bringing films with Indigenous content to schools, Cree and Ojibwe Story Tellers to promote Indigenous literature, cultural practices and activities in elementary schools and the Indigenous Sports Lacrosse Mobile Exhibit.

B. Advanced Qualification (AQ) course for staff focused on First Nation, Métis and Inuit (FNMI). Annual provision for 35 subsidized spots for full-time teachers offered by the Indigenous Education Department to strengthen and increase their culturally responsive and relevant pedagogy in Indigenous education.

C. Increase support services for all Indigenous families through Indigenous Social Workers and Indigenous agencies.

D. Continuation of the partnership with Actua, a STEAM partnership-based organization that embeds Indigenous knowledge systems with science-based curriculum by developing cultural kits for classroom implementation in elementary and secondary schools.

E. In partnership with Elders and Knowledge Keepers, we will establish an Indigenous Resource Centre and a Mobile Residential School Museum.

F. Que Rock is an Indigenous multi-faceted artist implementing "Hip Hop Medicine Wheel Teachings", a program that incorporates mental, emotional, physical and spiritual wellness for schools that are socio-economically stressed and for alternative and special needs classrooms.

G. Brave Spaces – Decolonizing the Classroom: A teacher symposium with Elders, Knowledge Keepers, Indigenous teachers, and artists who collectively discuss the importance of centring Indigenous Knowledge into educational settings.

H. Yearly MMIWG2S Symposium in May - In-person and virtual presentations for staff to increase their knowledge and awareness of Indigenous history, culture, and traditions in order to support Indigenous learners. Other learning at the symposium includes anti-Indigenous racism learning, information about treaties and Indigenous worldviews.

I. Indigenous Bursary Award – In partnership with the AFL, two bursaries in the amount of $5,000 are awarded to Indigenous students who are graduating to help support them with their post-secondary studies.

J. Representation of Indigenous culture in various forms throughout schools (i.e., curriculum, artwork, guest speakers, music, field trips, staff) beyond Orange Shirt Day/Residential Schools to increase comfortability/safety in identifying as Indigenous. This also includes the acknowledgement and acceptance of cultural/spiritual practices (i.e., space for smudging, not standing for the anthem, and choice with respect to referring to the Creator as opposed to God/or Jesus).

2

Continuing to Build Trust and Relationships.

A. Elder/Knowledge Keeper in Residence (2022-2023) Program. In collaboration with community partners and Elders, continue our commitment to identify and address topics relevant to the health, mental health and well-being of Indigenous students, staff and administration through activities such as teaching circles, healing circles, Seven Grandfather teachings, opening prayers, and TCDSB conferences, meetings and school functions across the board.

B. Mentorship Program (May 2023) – Working with Elders in schools in collaboration with Ontario Institute for Studies in Education (OISE) where Indigenous graduate students visit TCDSB schools to share their stories.

C. Family/Student Youth Engagement Nights – Engaging in activities such as monthly Tipi Teachings, (Blackfoot) Beading, Cedar Tea Workshops, and participation at the Indigenous Film Festivals. Offered in collaboration with the Native Cultural Centre, the Indigenous Resource Centre, Hot Docs and the Jewish Community Centre.

D. Circles of Reconciliation Discussion Circles. Open to all TCDSB employees. In 90-minute meetups where 5 Indigenous and 5 Non-Indigenous people gather once per week for ten weeks to establish meaningful, equitable and trusting relationships. Together, members of each circle learn about the 94 Calls to Action from the Truth and Reconciliation Commission (TRC).

E. Indigenous Graduation BBQ Celebration. In collaboration with Elders, at the end of each academic year, Indigenous students and their families are invited to a BBQ at the CEC to celebrate their graduations.

F. Supporting Bishop Marrocco/Thomas Merton CSS Project (July/August) - Soccer and dance camps for secondary Indigenous students living in Attawapiskat First Nation in Northern Ontario.

G. Increase collaboration of schools with Indigenous Organizations (i.e., Woodland Cultural Centre, Downie & Wenjack Foundation, Native Child Services).

3

Continued acknowledgment of the Territories and Treaties on which non-Indigenous peoples came as settlers and guests.

A. It is a necessary journey for teachers and staff to address a long history of colonialism and the scars it has left. Treaties provide a framework for living together and sharing the land Indigenous peoples traditionally occupied. Learning about Treaties gives us a chance to reflect on our shared history and to learn why "We Are All Treaty People." Understanding this is important for us as Canadians. We need to know how we have each benefited from the Treaty story. Professional learning will be offered to the system to teach staff how to make land acknowledgements authentic and meaningful in their schools.

4

Continue to honour and celebrate Indigenous Days of Significance.

A. National Truth and Reconciliation Day and Orange T-Shirt Day – Calls upon every Canadian to wear orange on September 30th in the spirit of healing and reconciliation by recognizing residential schools, honouring survivors and victims, and making a collective effort to ensure that Every Child Matters. It is an opportunity to read stories, write reflections and have deep discussions on a significant part of Canada's history. Teacher resources are provided in Collaboration with Edwin (Curriculum linked content). A symposium is held in collaboration with the Religion Department, Elders, Survivors, Youth Drummers, and Jingle Dress Dancers where students, teachers and administrators are invited to observe.

B. The National Treaty Recognition Symposium – In the Month of November, a symposium for 200 students in secondary is held to support student learning about the history and responsibility as Treaty People. Keynote speakers and extensive online resources are incorporated.

C. Indigenous History Month (June) – In collaboration with the Canadian Native Centre of Toronto, for schools who elect to participate, there are celebrations for Indigenous culture, history and spiritual connections. This also includes Indigenous Pride celebrations.

Monitoring of How Well the TCDSB is Facilitating Etuaptmumk (Two-Eyed Seeing) Annually

At the end of each academic year, through ethical, participatory conversations (i.e., reciprocal relationships with the Indigenous department staff) we will co-create reporting on the actions listed and the experiences of students and staff who participated. Through the creation of spaces for dialogue and stories, we will provide insight for an annual report back. We would like to share information about how many resources were created and provide reflective observations about the successful implementation of the Indigenous Resource Centre and Mobile Residential School Museum. Furthermore, shared reflections from our students, staff, families and partners about how well the relationships have operated each year inform us how to maintain or continue to strengthen bonds and trust. We will listen to stories from staff and students who have participated in some of the Indigenous Education activities to help us further understand how these experiences are moving us toward better Two-Eyed Seeing.



PART B

Dismantling Anti-Black Racism Strategy



> We want to walk together, to pray together, and to work together, so that the sufferings of the past can lead to a future of justice, healing, and reconciliation
>
> Pope Francis

Anti-Black racism refers to discriminatory attitudes and practices that target and impact Black students, their families, and communities. This can include biased disciplinary practices, lower academic expectations, and lack of representation in curriculum and instructional materials. Anti-Black racism also encompasses microaggressions and systemic barriers that limit Black students' access to quality education and opportunities for success.

The TCDSB acknowledges the prevalence of anti-Black racism (ABR) and recognizes that systemic ABR exists in our communities. In 2021, the TCDSB began the Black Voices Study to understand the experiences of Black students, families and staff. The findings from this study as well as other Town Halls, and parent advocacy groups have helped inform the below Anti-Black Racism Strategy.

1 HIRING MORE BLACK STAFF

We will continue to focus our recruitment efforts explicitly to identify, understand and address the barriers to the recruitment and retention of Black teachers, administrators, senior team members, mental health staff, and other TCDSB staff members. In addition, with a focused commitment to hiring, we will support succession planning by establishing mentorship programs and support networks for Black staff.

Actions & Monitoring

ACTIONS:

A. Conduct an equity audit review of recruitment policies and practices to ensure that Black applicants are recognized and sought after in the application process.

B. Encourage self-identification on application forms. Applications will state that preference will be given to qualified candidates who self-identify as Black. Ensure that all hiring managers or principals have signed off that they are required to prioritize the hiring of qualified Black staff.

C. Communication campaign highlighting a focus on attracting and hiring Black staff.

D. Establish mentorship programs and employee support networks for Black staff.

E. Continued support for the ongoing workforce identity data collection to understand the true number of our Black staff population.

MONITORING:

- Annual statistics of application data across different employee groups to understand who is applying to our positions.
- Analysis of identity data for all new hires – both successful and non-successful applications.
- All hiring managers/principals sign off on attestation that they were aware of and understood the equitable hiring policy.
- Over time, in tandem with ongoing workforce census data collection, monitor statistics to report if there is an increase in Black staff representation.
- Annual report back on events (e.g., communication campaign, mentorship programs) and feedback on events to provide clear next steps for continued support.
- Ongoing reporting of workforce identity data collections and statistics.

Expected Outcomes

By the end of the Academic Year 2023-2024

By determining the number of successful and unsuccessful applicants who self-identified as Black, we can begin to understand our baselines for recruitment in order to determine additional actions and hiring targets. We will understand better how to build succession plans for Black staff based on learning from networking and mentorship initiatives.

By the end of 2024-2025, we will be able to report on increases in Black staff recruited and progress toward creating sustainable succession plans for TCDSB Black staff.

Accountability: HR; recruitment, Research, Communications

2 REPRESENTATION IN CURRICULUM

Throughout K-12, we will continue to ensure that the curriculum meaningfully includes the Black Canadian experience, Black excellence, and Black joy. We will build awareness of ABR and students' skills to dismantle it.

Actions & Monitoring

ACTIONS:

A. Provide professional learning for staff and administrators to support the development and implementation of CRRP to support Black experiences, education, joy and excellence.

B. Equity Resource teachers to provide in-school support.

C. Library or repository of resources created and collected.

D. Starting in 2024 the Piloting of Canadian Black History courses in two secondary schools.

MONITORING:

- Annual reporting of the number of school-based staff board-wide who participated in board-provided professional learning broken down by proportion and role (e.g., the number of principals who received or took training out of the total number of principals employed in the system) All school-based employee groups tracked: vice-principals, classroom teachers, resource teachers, guidance counselors, EAs, ECEs, CYWs.

- Feedback forms for all learning provided, asking staff to provide examples of how they put what they learned into practice.
- An annual random sample of examples of how staff employed what they learned in their practice as evidenced by feedback forms to understand how CRRP is being implemented and how PD needs to shift with system needs and strengths. Equity Resource teachers to provide annual reports on the kind of supports provided, what resources were used, and what was working or not working in schools.
- Pilot evaluation data of new Canadian Black History Courses.
- Annual inventory of repository of resources. Content managed by Equity Department to ensure resources continue to be appropriate.

Expected Outcomes

By the end of each Academic Year

We will have collected clear information about the continuous improvement of the delivery, implementation and efficacy of system professional development intended to increase school-based system knowledge, understanding, and application of CRRP practices. For each iteration/year we can state what we improved on for the following year based on the numbers of staff reached and the feedback given.

Accountability: Equity Department, Special Services, Curriculum Department, Research (feedback collection, analysis and reporting)

3 ANTI-RACISM PROFESSIONAL LEARNING FOR STAFF

We will continue to provide professional learning on deconstructing and dismantling anti-Black racism through education and awareness.

Actions & Monitoring

ACTIONS:

A. Continue to provide training to increase staff understanding of Human Rights, anti-racism, anti-Black racism and anti-oppression professional learning for all staff regarding concepts such as de-colonialism, white supremacy, racism, exclusion, oppression, bias, microaggressions, etc.

MONITORING:

- Annual reporting of the number of staff board-wide who participated in the professional learning broken down by role.
- Feedback forms for all learning are provided asking staff to provide examples of how they put what they learned into practice.
- Analysis of feedback forms to understand how anti-racism/anti-oppression learning is being implemented within their professional practice needs to inform system needs and strengths.



Expected Outcomes

By the end of each Academic Year

Clear information about the continuous improvement of the delivery, implementation and efficacy of anti-racism, anti-Black racism and anti-oppression training provided to staff about the knowledge, understanding, and application of human rights, anti-racism and anti-oppression concepts. Each year, we will state what we improved on for the following year based on the number of staff reached and the feedback given.

Accountability: Equity Department, HR, Research (feedback collection, analysis and reporting)

4 RESTORATIVE JUSTICE

Reduce and eliminate over-surveillance, disproportionate discipline, suspensions and expulsions of Black students by providing an intensive focus on restorative justice training.

Actions & Monitoring

ACTIONS:

A. Provide mandatory professional learning about restorative justice, over-surveillance, and disproportionate discipline for administrators and aspiring administrators with a "train the trainer model" so they can train their staff in schools.

B. Conduct equity audits of student disciplinary practices at the school level and of board policies regarding discipline.

C. Create a proactive discipline/suspension or expulsion review committee to meet regularly across the system to review cases to ensure Black students are not subject to unfair disciplinary processes.

D. Prepare a summary document of best practices that will guide the work of Safe School Action Teams.

MONITORING:

- Systematically track all administrators who have taken this course and report on providing the learning to their schools annually.
- Annual independent review of a random sample of suspensions and expulsions ethnographically (interviews of all parties involved) to monitor the effectiveness of the training.

- Conduct a random sampling of schools each year to undergo equity audits of student disciplinary practices, processes and procedures.
- Conduct annual Field Superintendent feedback on the efficacy of Safe Schools Action Teams' ability to support the reduction of incidents requiring progressive student discipline.



Expected Outcomes

By the end of each Academic Year

Provide actionable next steps in the reduction and elimination of structural inequities in discipline, disciplinary policies and practices affecting Black students.

Accountability: Equity Department, HR, Research to support equity audits analysis and reporting, Safe Schools Department, HREA, Special Services

5 STRENGTHEN TRUST AND ENGAGEMENT WITH THE TCDSB BLACK COMMUNITY

We will continue to authentically listen to the families of Black students and Black stakeholder groups in order to prioritize and resolve concerns.

Actions & Monitoring

ACTIONS:

A. We will continue to build and strengthen partnerships with Black community members through active engagement. This includes reporting back on the progress of EAP, listening and acting on advice and recommendations.

B. Host Parent/Guardian Webinars throughout the year to support families of Black children.

C. Maintain an open dialogue with advocacy groups to build trust and collaboration.

MONITORING:

- Annual survey of members of these committees to gauge trust, progress and commitment to dismantling ABR.
- Share data and analysis back with committees.
- Feedback from parent/guardian webinars shared with community partners.
- Feedback from the Equity Superintendent, HREA and Executive Superintendent of Field Services to gauge stakeholder relationships.



Expected Outcomes

By the end of 2023-2024 Academic Year

Feedback from the committees and families provides us with evidence that we are implementing recommendations, listening authentically and engendering more trust.

Accountability: Equity Department, Senior Leadership, Communications, Trustees, Research to design surveys, analysis and reporting, HREA

6 MENTAL HEALTH AND WELL-BEING FOR BLACK STUDENTS

We will provide culturally responsive mental health supports, resources, and services for Black students including in-school affinity groups such as Black Student Associations.

Actions & Monitoring

ACTIONS:

A. Initiating student led Black Student Associations supported by the Catholic Student Leadership Impact Team (CSLIT) and Graduation Coaches for Black Students.

B. Work in partnership with other Black Community groups to provide counselling and support for Black Students.

C. Culturally responsive and relevant mental health supports designed specifically for Black students.

D. Enhance our commitment to leadership development for Black students.

MONITORING:

- Tracking of Black student associations across the system noting the number of schools that have Black student-led networks. CSLIT to report on the progress and health of these organizations.
- The development of mental health supports for Black students that include addressing discrimination, hate, oppression, and racism. Annual report by Special Services reflecting on progress, themes, and to inform continuous improvement. Safe Schools annual report.

- Annual report of Graduation Coaches for Black students on the system supports in terms of areas of success/improvement.
- Tracking of the establishment of leadership opportunities for Black students.



Expected Outcomes

By the end of 2023-2024

Report on the number of Black student affiliation or association groups board-wide with a report on how these groups are faring. Complete the implementation of mental health supports specific to Black students provided. The next steps are to review the efficacy of these programs via program evaluation should be analyzed in the following year(s).

Accountability: Equity Department, Special Services: Mental Health and Social Work, Safe Schools, NCC Department

7 HANDLING OF RACISM

Create a clear, fair, and transparent protocol regarding how the TCDSB addresses allegations of racism and oppression following a progressive discipline model.

Actions & Monitoring

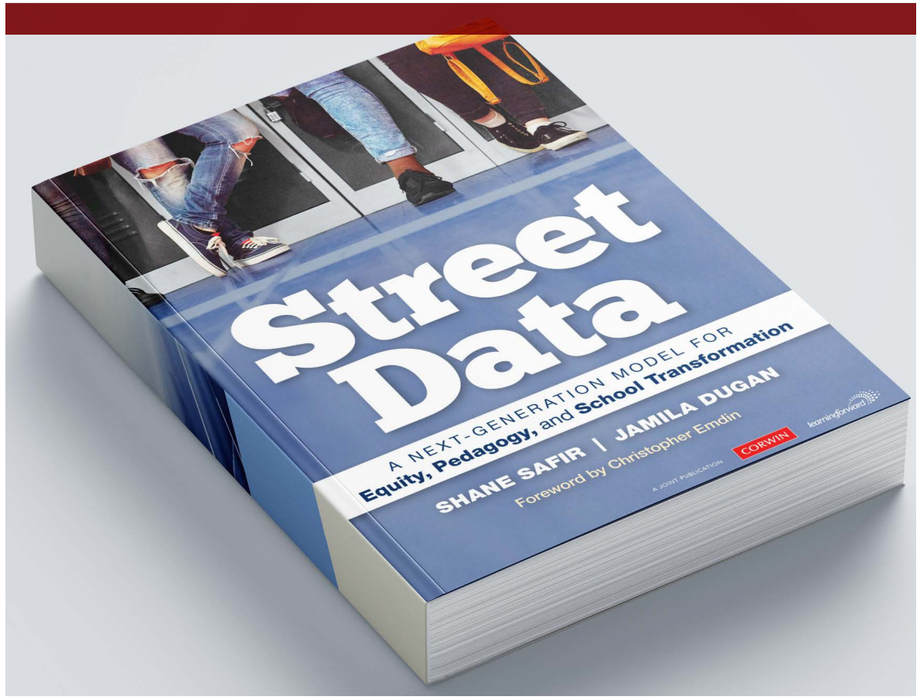
ACTIONS:

A. The TCDSB will develop a protocol that clearly addresses allegations of racism, racist and discriminatory language and the use of derogatory slurs such as the "N-word."

B. Human rights and equity management system and reporting tool.

MONITORING:

- Bi-annual reporting of the number of reported incidents of ABR and the respective responses.
- Statistics are gathered bi-annually to understand trends among employee groups and outcomes/remedies sought.
- Create, implement and report on data collected.



Expected Outcomes

By the end of 2022-2023

The first transparent reporting of the statistics, incidents and swift response by TCDSB ensures accountability by providing clear standards of practice for all staff that anti-racism, specifically anti-Black racism will not be tolerated. We need to rigorously establish data patterns to build a baseline to work towards setting reduction targets and meeting them.

Accountability: Equity Department, HR, HREA, (Research to compile statistics and analysis)

PART C

2SLGBTQ+ Community Strategy

With our belief in the worth and dignity of every person, we demonstrate living out the Gospel values of love, inclusion, compassion, and care for all. As affirmed by Scripture, human beings are created in the image and likeness of God, each with inimitable characteristics deserving of dignity. As such, the Toronto Catholic District School Board endeavours to create welcoming and safe learning environments, with appropriate resources, which support and recognize the uniqueness of individuals and the broader Catholic community.



Our Catholic faith urges us to reach out to those who are marginalized, excluded, discriminated against, or forgotten, and to celebrate their individuality as God's children. Scripture supports this:

"There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus." (Galatians 3:28)

> As Jesus was, and as we are called to be, we are welcoming communities of everyone

Homophobia refers to discrimination and prejudice against individuals who identify as 2SLGBTQ+ based on their sexual orientation. This can include exclusion, harassment, and violence against 2SLGBTQ+ individuals. While each of these forms of discrimination is unique, they are all rooted in a societal power dynamic that favours dominant identities and marginalizes individuals who do not fit into these categories. All forms of discrimination can lead to negative impacts on mental health, physical safety, and access to opportunities and resources.

It is important to recognize the distinct experiences and impacts of each form of discrimination while also recognizing the intersectional nature of identity and the ways in which individuals may experience multiple forms of discrimination simultaneously. Addressing discrimination in all its forms requires a commitment to equity, inclusion, and social justice for all individuals and communities. At TCDSB schools, we continuously seek to eliminate all forms of bullying, discrimination, and harassment on the part of all persons. The sacredness of the individual that is uniquely created and loved by God is an inherent belief in our Catholic community. Understanding that homophobia presents serious threats to 2SLGBTQ+ students' mental well-being and safety, we must work to create safe places for these students within our Catholic school communities.

1 ANTI-OPPRESSION PROFESSIONAL LEARNING FOR STAFF

We will continue to provide professional learning regarding anti-oppression (AO), discrimination and bias, as well as how to support 2SLGBTQ+ staff and students.

Actions & Monitoring

ACTIONS:

A. Continue to provide professional learning for staff that includes human rights obligations, anti-oppression, exclusion, homophobia, transphobia, inclusive language, discrimination, etc. and supporting staff and students who identify as 2SLGBTQ+.

MONITORING:

- Annual reporting of the number of staff board-wide who participated in the professional learning.
- Feedback forms for all learning are provided asking staff to provide examples of how they put what they learned into practice.
- Analysis of feedback forms to understand how anti-racism/anti-oppression learning is being implemented within their professional practice to inform system needs and strengths.



Expected Outcomes

By the end of each Academic Year

Clear information about the continuous improvement of the delivery, implementation and efficacy AO training provided to staff about the knowledge, understanding, and application of anti-oppression concepts. Each year, we can state what we improved on for the following year based on the number of staff reached and the feedback given.

Accountability: Equity Department, HR, Research (feedback collection, analysis and reporting)

2 REPRESENTATION IN SCHOOLS AND CURRICULUM

Throughout K-12, we will continue to ensure that the curriculum meaningfully includes 2SLGBTQ+ experiences.

Actions & Monitoring

ACTIONS:

A. Provide professional learning for staff and administrators to support the development and implementation of CRRP to support 2SLGBTQ+ experiences, education, joy and excellence.

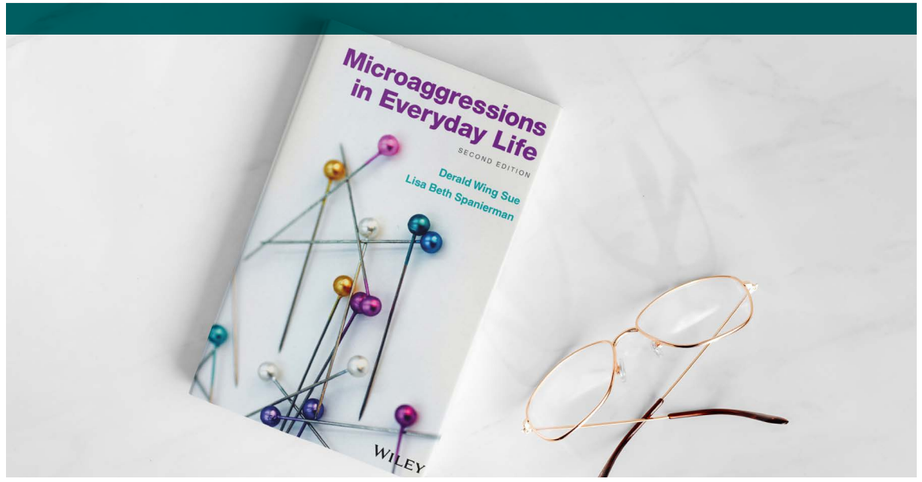
B. Equity Resource teachers to provide in-school support.

C. Library or repository of resources created and collected.

MONITORING:

- Annual reporting of the number of school-based staff board-wide who participated in board-provided professional learning.
- Feedback forms for all learning provided, asking staff to provide examples of how they put what they learned into practice.
- An annual random sample of examples of how staff employed what they learned in their practice as evidenced by feedback forms to understand how CRRP is being implemented and how PD needs to shift with system needs and strengths.
- Equity Resource teachers to provide annual reports on the kind of supports provided, what resources were used, and what is working or not working in schools.

- Annual inventory of repository of CRRP resources. Content is managed by the Equity Department and the Nurturing our Catholic Community Department to ensure resources continue to be appropriate.



Expected Outcomes

By the end of each Academic Year

We will have collected clear information about the continuous improvement of the delivery, implementation and efficacy of system professional development intended to increase school-based system knowledge, understanding, and application of CRRP practices. For each iteration/year we can state what we improved on for the following year based on the numbers of staff reached and the feedback given.

Accountability: Equity Department, Special Services, Curriculum Department, Research (feedback collection, analysis and reporting)

3 SAFETY, MENTAL HEALTH AND WELL-BEING OF STUDENTS WHO IDENTIFY AS 2SLGBTQ+

We will provide a safe and mentally healthy school climate that supports students.

Actions & Monitoring

ACTIONS:

A. Respecting Differences/GSA student groups in secondary schools.

B. Increase the number of gender-neutral washrooms in schools.

C. Responsive mental health supports designed specifically for students who identify as 2SLGBTQ+.

D. Create supportive 2SLGBTQ+ resources for staff and students.

MONITORING:

- Tracking of Respecting Differences/GSA across the system. CSLIT to report on the progress and health of these organizations.
- Capital report on construction progress for gender-neutral washrooms.
- The development of mental health supports for students who identify as 2SLBGTQ+. Annual report by Special Service/Mental Health reflecting on progress, themes, and to inform continuous improvement. Safe Schools annual reporting.
- Completion of supportive 2SLGBTQ+ resources.



Expected Outcomes

By the end of 2023-2024

The monitoring evidence collected will indicate how well TCDSB has done annually in creating safe and mentally healthy school climates for students who identify as 2SLGBTQ+.

Accountability: Equity Department, Special Services: Mental Health and Social Work, Safe Schools Department

> “Lead a life worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, making every effort to maintain the unity of the Spirit in the bond of peace”

Ephesians 4. 1b – 3





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