

Regular Meeting October 26, 2016	Page 57	Board Services Agenda Record BD:153A Agenda Item 16.1
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Report No. 10-16-2932

**TORONTO DISTRICT SCHOOL BOARD
INTEGRATED EQUITY FRAMEWORK ACTION PLAN**

TO Board

26 October 2016

RECOMMENDATION IT IS RECOMMENDED:

1. **That** the Board approve the *Toronto District School Board Integrated Equity Framework Action Plan 2016-2019 (IEF-AP)*; **and**
2. **That** the Board approve the allocation of staffing resources from EPO Equity funding for the creation of a Central Coordinating Principal position with responsibility for leading the IEF-AP implementation process.

STRATEGIC DIRECTION

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Form strong and effective relationships and partnerships
- Build environmentally sustainable schools that inspire teaching and learning
- Identify disadvantage and intervene effectively

RATIONALE

At a meeting of the Board on 22 June 2016, Trustees approved a motion that the Director report to the Board in October 2016 on the development of a phased multi-year Action Plan for an Integrated Equity Framework that will guide the Board’s strategic efforts, ensuring the ongoing alignment of our operations and organizational culture with the Board’s Equity vision, with the goal of improving achievement and well-being outcomes for all of our students.

SUMMARY

Context:

Since its inception, the Toronto District School Board has demonstrated consistent leadership in supporting equity, with innovative programs, inclusive curriculum, and professional learning.

These targeted strategies have shown significant promise in helping to close achievement, participation and opportunity gaps, and eliminate systemic barriers faced by some groups of students. But to fully realize

“We believe that equity of opportunity, and equity of access to our programs, services and resources are critical to the achievement of successful outcomes for all those whom we serve, and for those who serve our school system ... The Board is therefore committed to ensuring that fairness, equity, and inclusion are essential principles of our school system and are integrated into all our policies, programs, operations, and practices.”

*Toronto District School Board
Equity Foundation Statement*

the Board’s Equity vision, we must infuse equity and inclusion into the learning culture of **every** classroom, school and workplace throughout our system, to create optimal conditions for improved achievement and well-being for **all** students. Put simply, we must transform.

Integrated Equity Framework Action Plan 2016-2019:

Transformation is not an event, it is a process—often a complex one, involving many interconnected events and actions. This is certainly true of the transformational change that will be needed to fully realize the Board’s Equity vision.

The *Integrated Equity Framework Action Plan 2016-2019 (IEF-AP)* (see Appendix A, attached) sets out a series of coordinated, strategic actions to focus and align every facet of the Board’s work—policies, practices, program, culture through an equity lens, and anchor all of it within a coherent, comprehensive framework of Equity. The plan is characterized by ongoing evaluation, planning, implementation and reevaluation, linked to the School Improvement Process, and aimed at supporting every school in addressing the distinct circumstances and needs of its students and community in order to meet its unique School Improvement objectives.

By empowering us to challenge existing barriers and bias, these actions will initiate a cultural shift sharpen our focus on improving student achievement and well-being, and drive intentional change in practices and attitudes to reflect the lived realities of the students and communities we serve, and enhance the learning culture in every classroom, school and workplace across our system.

Approval of the IEF-AP represents just the beginning of the Board’s transformational journey, and is meant to launch a deeper, ongoing conversation with each of our stakeholder groups throughout the life of the plan. Themes that emerge from these conversations will guide our next steps.

Ultimately, the success of the IEF-AP will rest on our continuing collective commitment to its key elements, including:

- deep professional learning that gives all staff the tools and experiences they need to embed equity into every aspect of their work;
- alignment of resources with the Board’s equity priorities, including the direction of resources required to build staff capacity for shared leadership and a deep understanding of equity among all staff.
- leadership that is shared with staff at every level—teaching and non-teaching, school based and central—and recognition of their critical role in shifting the culture of our schools and workplaces;
- regard for the unique perspective of students in identifying and confronting barriers, and empowerment of student voice to shape truly equitable

and inclusive learning cultures;

- authentic engagement of parents in the School Improvement and Program Planning processes, with reflection of parent insights and concerns in related decision-making and outcomes.

Development:

To initiate this transformation process, at the beginning of this past summer, the Director met with senior staff from various departments to consider the following questions:

- Where are we now?
- Where do we want to be in one year, two years and three years?
- What gaps exist between each of these states, which we will close in this and the following two years?
- What training/learning opportunities will be required to get there?

The Board's key current, ongoing and projected equity commitments for each department were also identified. Building on those commitments, and framed by insights emerging from the above discussion, the IEF-AP was developed over the course of July and August 2016, with concrete actions in seven component areas:

- Policy
- Budget
- Access & Secondary Program Review
- School Improvement Process
- Leadership Capacity Plan
- Inclusion and Special Education
- Employment Equity

Implementation:

The transformative power of the IEF-AP lies in the coordinated three-year implementation timeframe outlined in the attached *Implementation Plan* (see *Appendix B*). The plan's seven components form a phased matrix, with strategic actions in each component area supporting and supported by parallel actions in other areas to intensify the overall impact of the plan.

During its initial phase, the IEF-AP focuses on laying down a firm Equity foundation, with consistent policy and procedures, reinforced by staff training to ensure that every school has the critical skills, knowledge and leadership capacity on which the success of subsequent actions depend. As we move through the second and third phases, the focus will shift to ensuring the appropriate alignment of resources through the budget process to best support schools in creating the right learning conditions for improved achievement and well-being for each and every student in our system.

IMPLEMENTATION AND REVIEW

During September and October 2016, the draft *IEF-AP* was shared on the TDSB website, with supplementary information, translations and a brief on-line survey inviting feedback from members of the public. Community consultation sessions were held in each of the four Learning Centre locations, to provide further information, answer questions about the plan and gather feedback. Staff also met separately with a number of stakeholder representatives to gather their input, including members of the Board's employee groups and associations, Community Advisory Committees, PIAC and SEAC. Finally, the Director of Education discussed the plan and answered questions from the public in a live, interactive webcast on October 20th. This stakeholder input was used to help refine the IEF-AP.

NEXT STEPS

Pending adoption of the IEF-AP by the Board, over the coming weeks, staff will develop individual implementation plans, detailing the related actions and timelines in a more granular way, to support each of the plan's components. TDSB Research Services will work with relevant staff in each department to develop specific indicators and metrics for tracking our progress in improving achievement and well-being outcomes for all students. In addition, a draft Communications Plan has been developed to inform and engage stakeholders (see Appendix C, attached).

Research will continue to monitor the impact and effectiveness of the component actions at every stage of the IEF-AP's three-year implementation period, to allow for the adjustment of improvement goals, related supports and appropriate resource allocation, and to ensure that we continue moving forward on a clear, coherent path to challenging existing barriers to equity and creating an enhanced learning culture.

Parent voice, student voice, and the involvement of the Inner City Working Group, Parent Involvement Advisory Committee, Special Education Advisory Committee, the newly constituted Black Students' Achievement Advisory Committee, Equity Policy Advisory Committee, as well as other Community Advisory Committees will remain critical in ongoing review and revision of the IEF-AP components and actions.

The Director will provide regular updates to the Board regarding the progress of the implementation.

In the short term, Research Services will undertake a deeper analysis of feedback gathered during the recent IEF-AP consultation process to identify key issues of community concern for exploration.

Among the questions that need further discussion is how best to integrate the Board's Parent and Community Engagement activities with our Equity Goals so that parent voice is embedded in every component of the IEF-AP. This conversation will be predicated on the understanding that parent voice is in-

Regular Meeting October 26, 2016	Page 61	Board Services Agenda Record BD:153A Agenda Item 16.1
-------------------------------------	------------------------------	--

strumental to shaping equitable and inclusive learning cultures in every classroom and school throughout our system. We must therefore:

- learn how to engage parents authentically;
- actively seek and maximize circumstances for parents to provide feedback and join with them in two-way dialogue;
- seize every opportunity to partner with parents and communities; and
- explicitly incorporate parent voice in every aspect of our decision-making and planning processes (for example, by defining how parent engagement will inform the School Improvement Process).

APPENDICES

Appendix A: *Components: Integrated Equity Framework Action Plan*

Appendix B: *Implementation Overview: Integrated Equity Framework Action Plan*

Appendix C: *Communications Plan Highlights: Integrated Equity Framework Action Plan*

FROM John Malloy, Director of Education, at john.malloy@tdsb.on.ca or 416-397-3180

**COMPONENTS:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

1. POLICY

OVERVIEW: *Policy P.001, Policy Framework* was revised in June 2015. *Operational Procedure PR.501 Policy Development and Management* was revised in November 2015, and is currently under review. Work has recently been completed on the *Policy Development Process Flow Chart* and the *Policy Review Process Flow Chart*. These documents more clearly outline Board procedures with respect to policy development and review.

EQUITY GOALS: Ensure that procedures are in place at all levels of the system for developing, implementing and reviewing policies that promote equity and inclusion. The effectiveness of these must be assessed and changes made where necessary. It is important to develop and implement appropriate staff training to support effective policy implementation at all levels of the organization.

- ACTION PLAN:**
- Actions Year One (2016-2017)**
- Complete review and revision of *Policy P.037, Equity Foundation* to align with Ministry of Education PPM.119
 - Create an *Equity Assessment Tool* to be used as part of the formal policy review process, as outlined in PR.501.
 - Develop and implement appropriate staff training to support effective policy implementation at all levels of the organization
 - Upon adoption of the policy on Recognition of Significant Cultural Observances, initiate the required changes to appropriate Board procedures
 - Review *Policy P.031, Human Rights*
 - Review *Policy P.034, Workplace Harassment*
- Actions Year Two (2017-2018)**
- Implement *Equity Assessment Tool* as part of the formal policy review process, as outlined PR.501
 - Adapt the *Equity Assessment Tool* for use as part of the development and review of procedures and processes throughout the system
- Actions Year Three (2018-2019)**
- Review *Policy P.029, Employment Equity*

2. BUDGET

OVERVIEW: The budget development process begins each year with identification of the Board's key priorities for moving the system forward to improve student achievement and well-being. As part of the process, a three-year financial forecast is completed outlining the resources available to support the goals of the Board.

Fixed costs are those costs which, year over year, cannot be avoided unless there is a change in underlying conditions (e.g., education, health and safety, or employment regulations). School-based

Regular Meeting October 26, 2016	Page 63	Board Services Agenda Record BD:153A Agenda Item 16.1
-------------------------------------	------------------------------	--

staffing is a fixed cost that represents approximately sixty-five percent (65%) of the Board’s operating budget (staffing costs overall account for nearly eighty-five percent (85%) of the total operating budget).

Variable costs are those costs which fluctuate year over year, based on decisions made by the Board. During the budget process, all variable costs are identified, along with the rationale for incurring each. These are then evaluated with reference to the identified key priorities to determine whether they are appropriate or those resources should be reallocated to support another priority.

EQUITY GOALS: The Board’s objective is to align our resources with our equity commitments to support improved achievement and well-being for each and every student in our system. Schools and departments work to build their operating budgets considering the barriers and system biases that impact student achievement and well-being, recognizing the different needs of our all students. Success in budget alignment means that all schools and departments have the resources needed to create the right learning conditions for all our students.

ACTION PLAN: Actions Year One (2016-2017)

- As part of budget process, continue alignment with Policy *P.067, Learning Opportunities Index* to ensure equitable allocation of resources to schools.
- As part of the budget process, include consideration of strategies intended to address persistent achievement, opportunity and participation gaps (e.g., Inner Cities Task Force; Opportunity Gap Action Plan 2.0; Sifting, Sorting and Selecting, etc.).
- Upon approval by the Board, support the *Equity Framework Action Plan* and the supporting Leadership Capacity Plan.

Actions Year Two (2017-2018)

- Upon adoption by the Board of the Revised *Policy P.037, Equity Foundation*, adapt the Equity Assessment Tool for use as part of the formal budget development process.
- Implement budget-related recommendations of the *Inner Cities Task Force* as approved by the Board.

Actions Year Three (2018-2019)

- Assess budget decisions and outcomes from Years One and Two to make sure that school programs are effectively supporting and having a positive impact on achievement and well-being for all students.

3. ACCESS & SECONDARY PROGRAM REVIEW

OVERVIEW: The TDSB is committed to providing programs through a process that understands the central role of student voice in creating equity, inclusion and enhanced learning cultures. Through Program Priorities as approved in the *Long-Term Program and Accommodation Strategy*, we will continue to support all students to graduate successfully with a diploma or certificate of school completion and continue along their chosen post-secondary pathway. The *Secondary Program Review* will actively engage students in re-envisioning our secondary schools.

EQUITY GOALS: Through the *Secondary Program Review* process, we will:

- increase equity of access and opportunity for all students in all schools leading to improved outcomes.

- provide students and families with more choice within their home school as identified through collaboration
- expand areas of emphasis for students interested in specialized learning
- engage student participation throughout the review process and reflect student voice in programming decisions

ACTION PLAN:

Actions Year One (2016-2017)

- Begin extensive consultation with Senior Team and Principals to review current secondary program offerings across the district.
- Begin consultation with students system-wide (e.g., through Student Trustees and Student Supercouncil; Student Equity Program Advisors, etc.) to inform secondary program visioning, strategy and planning.
- Conduct an environmental scan of all existing secondary school programs across the system to confirm current program availability, and to identify future programs and corresponding facility requirements.
- Support school staff through the Leadership Capacity Plan (see Components #4 and #5), in shifting from leadership of position to shared leadership, including knowledge of how best to activate and utilize student voice.

Actions Year Two (2017-2018)

- Continue infusing student voice into the review process by creating meaningful opportunities for students in each school to provide input regarding the unique learning culture, and program offerings and options within their own school community (e.g., through the *Student Census*).
- Identify program drivers based on data from Year 1 and begin to categorize secondary school programs (i.e., offered in a few schools; offered in some schools; and offered to all students in all schools) in order to build prototypes of schools that will increase full access for students, thus ensuring equity of opportunity.
- Collaborate with Facilities to assess classroom conditions that will impact programs involving Experiential Learning.
- Continue to involve all stakeholders in consultation regarding the secondary program strategy. Seek input from students, staff, parents and community members to provide insight into the *Secondary Program Strategy* and accommodation.

Actions Year Three (2018-2019)

- Continue to facilitate discussion and consultation aligned with the *Long-Term Program and Accommodation Strategy 2016-2025*.
- Implement the *Secondary Program Strategy* through the Accommodation Review process.

4. SCHOOL IMPROVEMENT PROCESS

OVERVIEW:

As part of the school improvement journey, each school will engage in a process to determine a learning focus in three areas: achievement, well-being and equity. These three areas are clearly connected: equity is the foundation on which student achievement and well-being are built.

The School Improvement Process will be driven by professional learning to allow each school to support student improvement in these areas, determine the evidence/data the school will collect, monitor progress, and reflect on what is happening in an ongoing way to support next steps. Staff

will be provided with learning opportunities to support this improvement through the creation of a leadership capacity development plan (see *Strategic Component #5: Leadership Capacity Plan*).

This professional learning journey is characterized by important dialogue which includes some of the following questions:

- What barriers exist in the school that might be keeping students from achieving?
- What bias might persons in the school possess about what certain groups of students are able to achieve?
- What needs to change in terms of the instruction, the environment in the school, and the relationships in the school so that achievement and well-being will improve for all students?
- How might we work collaboratively with our parents and communities to support student achievement and well-being?

EQUITY GOALS: The School Improvement Process relies on the ability of leaders to provide coaching, facilitate learning and monitor progress. It is also predicated on the ability of those in formal leadership positions to share leadership. Through the School Improvement Process, this approach will allow us to create enhanced learning cultures in which all staff have a leadership role, and this will in turn improve equity, responsiveness and engagement. Specific equity objectives include:

- Supporting leadership which emphasizes influence rather than positional authority.
- Building a deep understanding of equity, bias.
- Building knowledge of how to read, interpret and use data through a critical equity lens.
- Supporting our youngest learners to read by end of grade 1.
- Provide all students with engaging learning opportunities to achieve global competencies, supported by technologies.
- Improving well-being for all our students.

ACTION PLAN: **Actions Year One (2016-2017)**

- Support our system leaders and school leaders to enhance our school effectiveness/school improvement process that includes supporting schools to arrive at an authentic focus for achievement, well-being and equity, develop a capacity plan with staff so that they may achieve these goals for students, determine schools based assessment measures, utilize system data, and engage in a continuous and collaborative cycle of inquiry in order to strengthen par active.
- Emphasize the important integration of our school improvement/school effectiveness process and our commitment to equitable access, opportunity and outcome for all students every time our staff is engaged in learning.
- Support system leaders and school leaders to create learning teams of schools throughout TDSB organized by the learning foci that have been determined.
- Build capacity for system and school leaders so that the focus of our improvement efforts remains on every classroom in every school supported by the responsiveness of the system.
- Provide specific training opportunities for superintendents, principal and vice-principals and coaches, consultants and coordinators to provide effective leadership for the school improvement cycle: Plan, Act, Assess, Reflect, realizing that each group of leaders has distinct related responsibilities for this process.
- Support superintendents, principals, vice-principals, coaches, coordinators and consultants to facilitate professional dialogue with all staff, honouring the professional expertise of all staff leading to a shift in how leadership is shared and exercised and how our school goals are achieved.

- Provide support to all educators in schools through focused professional learning, aligned with the areas of focus by providing staff some time to collaborate with each other to learn together and to enhance their practice.
- Leverage existing examples of good practice from the field to inform system planning.

Actions Year Two (2017-2018)

- Continue the work that was begun in Year 1, realizing that the work required in Year 2 will be influenced by the improvements made in our first year of implementation of our enhanced school improvement/school effectiveness process.
- Adjust foci as required based on review of what did and did not improve equity, student achievement and well-being in Year One, to work with staff on different evidence-based instructional strategies as required.
- Continue to shift the focus of school improvement planning to the school level by focusing further on the supports that respond to school needs (specifically, professional learning in schools based on their foci and across Learning Teams) so that Principals are supported by their own colleagues, Superintendents of Education, Coaches.
- Continue to add online resources and move to teachers sharing those resources that are best supporting their work.
- Continue to build capacity to begin the shift to using classroom leading data so that teachers are using the School Improvement Learning Cycle at the school level.

Actions Year Three (2018-2019)

- Assess School Improvement Process to ensure consistency with Integrated Equity Framework and to measure overall effectiveness.

5. LEADERSHIP CAPACITY PLAN

OVERVIEW:

The Leadership Capacity Plan will focus professional learning opportunities in intentional ways to support implementation of the Integrated Equity Framework into the School Improvement Process. This Plan is founded on the principles of equity and includes our commitment to inquiry, global competencies and well-being. All staff in TDSB are leaders. Leaders share their expertise and experience with everyone in their school community. The ability of leaders to provide coaching, facilitate learning and monitor progress is central to the School Improvement Process.

Those in formal leadership positions, such as superintendents, principals, vice principals, coaches, consultants, coordinators, managers and supervisors, have a significant role to play. Their role requires knowledge and skill in order to create the most effective conditions for engagement of students, parents, staff and communities. In order for this leadership to be effective, the process relies on their ability to share leadership. This approach will allow us to create enhanced learning cultures in which all staff have a leadership role, and this will in turn improve equity, responsiveness and engagement.

The components of the Leadership Capacity Plan include the following professional learning:

- Equity (what is needed to implement the Integrated Equity Framework)
- Human rights and anti-racism, anti-oppression training

- Facilitation and coaching (confronting barriers, bias, privilege, power, others), and supporting the collaborative inquiry process
- Achievement (Global Competencies on the foundation of Literacy and Numeracy) requiring knowledge and skills that can be applied to the unique needs and specific circumstances of each school and learner
- Well-being (foundational knowledge)

EQUITY GOALS: Specific equity objectives include:

- A shift from leadership-of-position to leadership-as-influence
- Greater efficacy for all staff in improving achievement and well-being for all students
- Enhanced Learning Cultures:
 - School Improvement (inquiry, learning protocols)
 - Improved Engagement
 - Improved Responsiveness

ACTION PLAN: **Actions Year One (2016-2017)**

- Focus our system leadership capacity efforts during the first year on superintendents, principals, vice-principals, coordinators, consultants and coaches and Digital and STEM Lead Learners, whose responsibility it is to create the right conditions for all staff to share their leadership and expertise in service to our schools. We will also focus on the formal leaders in our business and operational departments to enhance service excellence.
- Support all staff in sharing their leadership and expertise within their schools and their departments by implementing protocols and processes that enable all staff to influence our direction.
- Ensure that every formal TDSB leadership development program aimed at aspiring, new, and existing leaders incorporates explicit learning opportunities for participants to contribute to the ongoing improvement of this Leadership Capacity Plan.
- Build capacity for all leaders, through learning teams, learning centre meetings and through department learning opportunities, explicitly focusing on the following components:
 - Shifting our practice of leadership to one in which every leader engages and is open to the influence of all stakeholders' voices (students, parents, communities and staff) when making decisions in the service of our students.
 - Providing formal anti-racism and anti-oppression training to better integrate our school improvement and equity commitments, as well as to help leaders engage their staff in discussing of issues of power and privilege to confront bias and eliminate barriers.
 - Providing formal Human Rights training as a foundation for anti-racism and anti-oppression training to ensure appropriate context and empower our leaders to own the student learning and staff working experience.
 - Providing learning opportunities to help leaders with facilitating the inquiry process and staff coaching, in order to strengthen the ability of all staff to contribute to improvement of their school and/or department, as well as to enhance the culture of trust and high expectations throughout the system.
 - Developing greater understanding of the Global Competencies on the foundation of literacy and numeracy supported by technology by creating learning conditions that enable students to take ownership of their learning and educators to facilitate this process.
 - Providing a deeper understanding of ways educators can enhance the well-being of all students, in order to create the conditions for every staff member in every school to improve

the well-being of their students aligned with the area of focus that was determined in each school.

- Support superintendents working with individual principals and vice-principals to help all their staff improve knowledge and skills in those areas that are most necessary at each school. For example, focused knowledge and skill development in certain aspects of math instruction may be needed at a school with a learning focus in math, while staff at a school with many students who are not reading by the end of grade 1 may need specific knowledge and skills training to help their students achieve this goal.
- Develop standards of Service Excellence to increase our responsiveness to our schools, parents and communities, along with provide learning opportunities for all staff to adopt these standards.

Years Two and Three (2017-2019)

After Year 1, the goals and actions of the Leadership Capacity Plan will be reviewed and adjusted based on the learning, successes and challenges of the previous year. The improvement journey of each school will be unique. This monitoring and reflection will allow for greater precision in adjusting improvement goals, providing relevant supports and more effective resource allocation.

6. INCLUSION & SPECIAL EDUCATION

OVERVIEW:

The TDSB aims to ensure that every student, every day, in every school is welcomed and included within the most enabling learning environment. It is understood that inclusive education requires continuous review, assessment and revision. In 2013, TDSB released a report entitled, *A Case for Inclusive Education* detailing, “international, national, and provincial principles, policies and research on the merits of adopting an inclusive education model, particularly for students who have been identified as exceptional, as having special education needs and/or disabilities” (Parekh & Underwood, 2016, 3).

EQUITY GOALS:

Students are successfully included, supported, and empowered when:

- all students experience a sense of belonging and social citizenship (e.g., membership, inclusion, shared power and value (Parekh, 2014)
- the learning environment is modified to fit the student, not the student to fit the environment (Parekh & Underwood, 2016)
- all identities and cultures are celebrated within the learning environment (Parekh & Underwood, 2016)
- the right to participation and establishing a positive climate where social engagement and friendships can be promoted is prioritized (Underwood, 2013)
- deficit thinking is rejected and students are not organized within and outside the classroom by perceived ability (Parekh & Underwood, 2016)

ACTION PLAN:

Actions Year One (2016-2017)

- Develop comprehensive, user-friendly, plain-language resources to provide parents and students with information about special education programs, services and supports, including upcoming changes to the Home School Program model, as well as the process for participating in consultations related to the Annual Review of the TDSB Special Education Plan.
- In advance of the upcoming HSP remodel, provide school staff with learning opportunities through the Leadership Capacity Plan to support a shift in attitudes and practice in order to

<p>Regular Meeting October 26, 2016</p>	<p>Page 69</p>	<p>Board Services Agenda Record BD:153A Agenda Item 16.1</p>
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create a more inclusive environment leading to improved achievement and well-being (see *Strategic Component #5: Leadership Capacity Plan*, p. 8).

- Develop and implement an effective process for parents and students to raise concerns regarding programming for students with special educational needs.
- In conjunction with the School Improvement Process, develop and conduct ongoing training sessions throughout the school year on:
 - Ministry of Education PPM156, including transition of students from Section 23 programs back into a regular classroom (Elementary) or academic program of study (Secondary); and
 - Ministry of Education Regulation 181/98, with specific focus on developing and implementing Individual Educational Plans (IEPs) and the Identification, Placement and Review Committee (IPRC) process.

Actions Year Two (2017-2018)

- Remodel the Home School Program (HSP) to ensure support is provided in the regular classroom throughout the 2017-2018 school year.
- Provide communications support to school administrators and staff in explaining the changes to parents and community members.

Actions Year Three (2018-2019)

- Build consistency among all educators in areas of tracking and communicating evidence of Universal Design for Learning (UDL) in the approaches they have employed to date, substantiating the move from a regular classroom (Elementary) or academic program of study (Secondary) to a specialized or streamed program throughout the 2018-2019 school year.

7. EMPLOYMENT EQUITY

OVERVIEW:

The objective of the Board’s Employment Equity Policy P029 is to establish a commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to our diverse population.

EQUITY GOALS:

- To measure how effective our employment practices are at supporting equitable hiring, mentoring, retention, promotion, and succession planning.
- To identify workplace factors known to have a strong impact on organizational health and the health of individual employees (e.g., organizational culture, workload management, engagement, growth and development, recognition and reward etc.). These workplace factors are organizational/systemic in nature and therefore can be influenced by the workplace to improve employee mental health and well-being.
- To ensure that all our employees have equitable opportunities for advancement; that their skills and knowledge are valued and used appropriately; and that they have equitable access to available support for their professional development needs.

ACTION PLAN:

Actions Year One (2016-2017)

- Hiring Practices: All job postings will strongly encourage applications from members of various groups including visible minorities, persons of Indigenous background and persons

with disabilities. Work closely with members of our Indigenous communities and all employee groups to increase hiring of persons of Indigenous background.

- Staff Census/Survey: To assess our progress and inform decision-making, we will collect data through a staff census. Employee Services to analyze data on the representation of racialized groups and other marginalized groups among our staff. Corrective action will be taken where the data reveal gaps in hiring practices.
- To assess our progress we will collect data through staff census. The analysis of this data will allow us to make more informed decisions. Collect staff census data through a workforce census or through a staff/workforce/employee survey. Employee Services to analyze data on the representation of these groups among our staff.
- Review of Programs: Employee Services, in conjunction with our Staff Development personnel, to enhance leadership training and sensitivity to identify and remove any barriers that may exist for our employees. All existing programs will be reviewed to ensure they are delivered to reflect the Board's commitment to equity and inclusion.
- Review Policy *P.031, Human Rights*
- Review Policy *P.034, Workplace Harassment*
- Review our practices with respect to Religious Accommodation, to ensure alignment with recent revisions to the Ontario Human Rights Commission Policy on Creed.
- Add Human Rights Training to TDSB Mandatory Training Matrix.

Actions Year Two (2017-2018)

- Recommence the Leadership and Mentoring Program for racialized and Indigenous teachers and staff.
- Develop and deliver in-services on Inclusive Workplace strategies across the system.
- Develop a "Positive Space Campaign" to bring visibility and support to Sexual and Gender Diversity.
- Provide system-wide training on Human Rights and respect in the workplace.

Actions Year Three (2018-2019)

- Review and refresh the Employment Equity Policy and Employment Equity Plan.
- Submit an application for Canada's Top Employer – Diversity

**IMPLEMENTATION OVERVIEW:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

	POLICY	BUDGET	ACCESS & SECONDARY PROGRAM REVIEW	SCHOOL IMPROVEMENT PROCESS	LEADERSHIP CAPACITY PLAN	INCLUSION & SPECIAL EDUCATION	EMPLOYMENT EQUITY
YEAR 1 2016-17	<ul style="list-style-type: none"> • Complete review and revision of <i>Policy P.037, Equity Foundation</i> to align with Ministry of Education PPM.119 • Create an <i>Equity Assessment Tool</i> to be used as part of the formal policy review process, as outlined in PR.501. • Develop and implement appropriate staff training to support effective policy implementation at all levels of the organization • Upon adoption of the policy on Recognition of Significant Cultural Observances, initiate the required changes to appropriate Board procedures • Review <i>Policy P.034, Workplace Harassment</i> 	<ul style="list-style-type: none"> • As part of the budget process, continue alignment of with <i>Policy P.067, Learning Opportunities Index</i> to ensure equitable allocation of resources to schools. • As part of the Budget process, include consideration of strategies intended to address persistent achievement, opportunity and participation gaps (e.g., Inner Cities Task Force; Opportunity Gap Action Plan 2.0; Sifting, Sorting and Selecting, etc.) • Upon approval by the Board, support the <i>Equity Framework Action Plan</i> and the supporting Leadership Capacity Plan. 	<ul style="list-style-type: none"> • Begin extensive consultation with Senior Team and Principals to review current secondary program offerings across the district. • Begin consultation with students across the system (e.g., through Student Trustees and Student Supercouncil) to inform secondary program visioning, strategy and planning. • Conduct an environmental scan of all existing secondary school programs across the system to confirm current program availability, and identify future programs and corresponding facility requirements. • Build school staff capacity through the Leadership Capacity Plan (see Components 4 and 5) in shifting from leadership of position to shared leadership, including skills and knowledge in activating and utilizing student voice. 	<ul style="list-style-type: none"> • Support our system leaders and school leaders to enhance our school effectiveness/school improvement process that includes supporting schools to arrive at an authentic focus for achievement, well-being and equity, develop a capacity plan for staff so that they may achieve these goals for students, determine schools based assessment measures, utilize system data, and engage in a continuous and collaborative cycle of inquiry in order to strengthen par active. • Emphasize the important integration of our school improvement/school effectiveness process and our commitment to equitable access, opportunity and outcome for all students every time our staff is engaged in learning. • Support system leaders and school leaders to create learning teams of schools throughout TDSB organized by the learning 	<ul style="list-style-type: none"> • Focus our system leadership capacity efforts during the first year on superintendents, principals, vice-principals, coordinators, consultants and coaches and Digital and STEM Lead Learners, whose responsibility it is to create the right conditions for all staff to share their leadership and expertise in service to our schools. We will also focus on the formal leaders in our business and operational departments to enhance service excellence. • Support all staff in sharing their leadership and expertise within their schools and their departments by implementing protocols and processes that enable all staff to influence our direction. • Ensure that every formal TDSB leadership development program aimed at aspiring, new, and existing leaders incorporates explicit learning opportunities for participants to contribute to the 	<ul style="list-style-type: none"> • Develop comprehensive, user-friendly, plain-language resources to provide parents and students with information about special education programs, services and supports, including upcoming changes to the Home School Program model, as well as the process for participating in consultations related to the Annual Review of the TDSB Special Education Plan. • In advance of the upcoming HSP remodel, provide school staff with learning opportunities through the Leadership Capacity Plan to support a shift in attitudes and practice in order to create a more inclusive environment leading to improved achievement and well-being. • Develop and implement an effective process for parents and students to raise concerns regarding programming for students with special educational needs. • In conjunction with the 	<ul style="list-style-type: none"> • Hiring Practices: All job postings will strongly encourage applications from members of various groups including visible minorities, persons of Indigenous background and persons with disabilities. Work closely with members of our Indigenous communities and all employee groups to increase hiring of persons of Indigenous background. • Staff Census/Survey: To assess our progress and inform decision-making, we will collect data through a staff census. Employee Services to analyze data on the representation of racialized groups and other marginalized groups among our staff. Corrective action will be taken where the data reveal gaps in hiring practices. • Review of Programs: Employee Services, in conjunction with our Staff Development personnel, to enhance leadership training and sensitivity to identify and re-

**IMPLEMENTATION OVERVIEW:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

				<p>foci that have been determined.</p> <ul style="list-style-type: none"> • Build capacity for system and school leaders so that the focus of our improvement efforts remains on every classroom in every school supported by the responsiveness of the system. • Provide specific training opportunities for superintendents, principal and vice-principals and coaches, consultants and coordinators to provide effective leadership for the school improvement cycle: Plan, Act, Assess, Reflect, realizing that each group of leaders has distinct they related responsibilities for this process. • Support superintendents, principals, vice-principals, coaches, coordinators and consultants to facilitate professional dialogue with all staff, honouring the professional expertise of all staff leading to a shift in how leadership is shared and exercised and how our school goals are achieved. 	<p>ongoing improvement of this Leadership Capacity Plan.</p> <ul style="list-style-type: none"> • Build capacity for all leaders, through learning teams, learning centre meetings and through department learning opportunities, explicitly focusing on the following components: <ul style="list-style-type: none"> ○ Shifting our practice of leadership to one in which every leader engages and is open to the influence of all stakeholders' voices (students, parents, communities and staff) when making decisions in the service of our students. ○ Providing formal anti-racism and anti-oppression training to better integrate our school improvement and equity commitments, as well as to help leaders engage their staff in discussing of issues of power and privilege to confront bias and eliminate barriers. ○ Providing formal Human Rights training as a foundation for anti-racism and anti- 	<p>School Improvement Process, develop and conduct ongoing training sessions throughout the school year on</p> <ul style="list-style-type: none"> ○ Ministry of Education PPM156, including transition of students from Section 23 programs back into regular classroom (Elementary) or academic program of study (Secondary); and ○ Regulation 181/98, with specific focus on developing and implementing Individual Educational Plans (IEPs) and the Identification, Placement and Review Committee (IPRC) process. 	<p>move any barriers that may exist for our employees. All existing programs will be reviewed to ensure they are delivered to reflect the Board's commitment to equity and inclusion. Review Policy <i>P.031, Human Rights</i></p> <ul style="list-style-type: none"> • Review Policy <i>P.034, Workplace Harassment</i> • Review our practices with respect to Religious Accommodation, to ensure alignment with recent revisions to the Ontario Human Rights Commission Policy on Creed.
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**IMPLEMENTATION OVERVIEW:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

				<ul style="list-style-type: none"> • Provide support to all educators in schools through focused professional learning, aligned with the areas of focus by providing staff some time to collaborate with each other to learn together and to enhance their practice. 	<p>oppression training to ensure appropriate context and empower our leaders to own the student learning and staff working experience.</p> <ul style="list-style-type: none"> ○ Providing learning opportunities to help leaders with facilitating the inquiry process and staff coaching, in order to strengthen the ability of all staff to contribute to improvement of their school and/or department, as well as to enhance the culture of trust and high expectations throughout the system. ○ Developing greater understanding of the Global Competencies on the foundation of literacy and numeracy supported by technology by creating learning conditions that enable students to take ownership of their learning and educators to facilitate this process. ○ Providing a deeper understanding of ways educators can enhance the well-being of all students, in order to 		
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**IMPLEMENTATION OVERVIEW:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

					<p>create the conditions for every staff member in every school to improve the well-being of their students aligned with the area of focus that was determined in each school.</p> <ul style="list-style-type: none"> • Support superintendents working with individual principals and vice-principals to help all their staff improve knowledge and skills in those areas that are most necessary at each school. For example, focused knowledge and skill development in certain aspects of math instruction may be needed at a school with a learning focus in math, while staff at a school with many students who are not reading by the end of grade 1 may need specific knowledge and skills training to help their students achieve this goal. • Develop standards of Service Excellence to increase our responsiveness to our schools, parents and communities, along with provide learning opportunities for all staff to adopt these standards. 		
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**IMPLEMENTATION OVERVIEW:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

<p>YEAR 2 2017-18</p>	<ul style="list-style-type: none"> • Implement <i>Equity Assessment Tool</i> in formal policy review process. • Adapt <i>Equity Assessment Tool</i> for use across system in development and review of procedures and processes. 	<ul style="list-style-type: none"> • Upon adoption of the Revised <i>Policy P.037, Equity Foundation</i> by the Board, adapt the <i>Equity Assessment Tool</i> for use as part of the formal budget development process. • Implement budget-related recommendations of the <i>Inner Cities Task Force</i> as approved by the Board. 	<ul style="list-style-type: none"> • Infuse student voice into the review process by creating meaningful opportunities for students to provide input regarding the unique learning culture, and program offerings and options within their own school community (e.g., through the Student Census). • Identify program drivers based on data from Year 1 and begin to categorize secondary school programs (offered in a few schools; offered in some schools; and offered to all students in all schools) in order to build prototypes of schools that will increase full access for students, thus ensuring equity of opportunity. • Collaborate with Facilities to assess classroom conditions that will impact programs involving Experiential Learning. • Continue to involve all stakeholders in consultation regarding the secondary program strategy. Seek input from students, staff, parents and community members to provide insight into the <i>Secondary Program Strategy</i> and 	<ul style="list-style-type: none"> • Continue the work that was begun in Year 1, realizing that the work required in Year 2 will be influenced by the improvements made in our first year of implementation of our enhanced school improvement/school effectiveness process. • Adjust foci as required based on review of what did and did not improve equity, student achievement and well-being in Year One so as to work with staffs on different evidence-based instructional strategies as required. • Continue to shift the focus of school improvement planning to the school level by focusing further on the supports that respond to school needs (specifically, professional learning in schools based on their foci and across Learning Teams) so that Principals are supported by their own colleagues, Superintendents of Education, Coaches. • Continue to add online resources and move to teachers sharing those 	<p>After Year 1, the goals and actions of the Leadership Capacity Plan will be reviewed and adjusted based on the learning, successes and challenges of the previous year. The improvement journey of each school will be unique. This monitoring and reflection will allow for greater precision in adjusting improvement goals, providing relevant supports and more effective resource allocation.</p>	<ul style="list-style-type: none"> • Remodel the Home School Program (HSP) to ensure support is provided in the regular classroom throughout the 2017-2018 school year. • Provide communications support to school administrators and staff in explaining the changes to parents and community members. 	<ul style="list-style-type: none"> • Recommence the Leadership and mentoring Program for racialized and Indigenous teachers and staff. • Develop and deliver in-services on Inclusive Workplace strategies across the system. • Develop a “Positive Space Campaign” to bring visibility and support to Sexual and Gender Diversity.
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**IMPLEMENTATION OVERVIEW:
INTEGRATED EQUITY FRAMEWORK ACTION PLAN 2016-2019**

			accommodation.	resources that are best supporting their work. <ul style="list-style-type: none"> Continue to build capacity to begin the shift to using classroom leading data so that teachers are using the School Improvement Learning Cycle at the school level. 			
YEAR 3 2018-19	<ul style="list-style-type: none"> Review Policy <i>P.029, Employment Equity</i> 	<ul style="list-style-type: none"> Assess budget decisions and outcomes from Years One and Two to make sure that school programs are effectively supporting and having a positive impact on achievement and well-being for all students. 	<ul style="list-style-type: none"> Continue to facilitate discussion and consultation aligned with the <i>Long-Term Program and Accommodation Strategy 2016-2025</i>. Implement the <i>Secondary Program Strategy</i> through the Accommodation Review process. 	<ul style="list-style-type: none"> Assess School Improvement Process to ensure consistency with Integrated Equity Framework and to measure overall effectiveness. 	See Year 2, above.	<ul style="list-style-type: none"> Build consistency among all educators in areas of tracking and communicating evidence of Universal Design for Learning (UDL) in the approaches they have employed to date, substantiating the move from a regular classroom (Elementary) or academic program of study (Secondary) to a specialized or streamed program throughout the 2018-2019 school year. 	

COMMUNICATION PLAN HIGHLIGHTS
Integrated Equity Framework Action Plan

LAUNCH DATE

The Integrated Equity Framework Action Plan is scheduled to go to the Board of Trustees on October 26, 2016.

OPPORTUNITY

- To engage all stakeholders in the Board’s focus on equity and the related and necessary work.
- To highlight the TDSB’s leadership role in equity transformation.

AUDIENCE

- All staff, primarily school-based and teaching staff
- Senior Team
- Parents
- Students, specifically secondary
- Trustees
- Community members

COMMUNICATIONS APPROACH

A proactive, long-term approach to regularly and continually engage all stakeholders in framework, the shift in culture and action items.

TACTICS

All Audiences

Short Term

- Create user-friendly, accessible tools (i.e. website, one-pager) to help people understand the context and content
- Promotion of website through social media and news tools
- Continue multilingual outreach to connect with all communities
- Continue to engage stakeholders in the ongoing conversation

Long Term

- Regularly update website with new information, emerging themes, milestones, best practices etc.
- Regularly embed language about equity into content
- Continue multilingual outreach
- Highlight best practices in the system where equity is playing a role
- Create video to distill equity work and goals
- Create infographics to identify the shift we expect a more equitable environment to have

Staff

Short Term

- Develop staff-focused website on TDSBweb
- Develop tools and messaging for Learning Centre meetings and cascade to schools
- Communicate through internal channels

Long Term

- Create video to distill equity work and goals – and specifically, staffs’ role in it
- Invite staff into regular conversations and action items

Parents

Short Term

- Presentations at Advisory Committees
- Message via School Connects directing to public website

Long Term

- Continue to invite parents into conversations and consultations about action items

Students

Short Term

- Presentation and engagement with Supercouncil

Long Term

- Invite participation in action plan discussions
- Video campaign: what does equity look like to you? Good news stories about what happens, first hand, when barriers are removed?

Media

- Media release announcing passing of Framework and TDSB’s leadership role in equity
- Continue to explore opportunities to highlight innovative work

Education Opinion Leaders

- Propose article to provincial and national education publications about TDSB’s leading-edge approach to equity
- Develop and offer to present at provincial and national conferences to share knowledge and perspective