

Reframing Governance: Human Rights, Equity, Anti-Racism and Anti- Oppression in the Board Room and Beyond

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Toronto District School Board

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We need to make changes when some students are not achieving.



Change happens in schools, classrooms and communities, supported by a system that sets direction, aligns resources, and creates and reviews policies and structures.





Identity is Important



Who Speaks Matters



Voices of Those Underserved Must Be Brought to the Centre



**The Conversation Should
Start With Those Voices**





DATA



SRO

Majority v. Minority

65

15



Emphasis on Strategic Planning



Board Improvement Plans



Multi-Year Strategic Plans

Policy

- there is no such thing as neutral



EQUITY ASSESSMENT TOOL FOR POLICIES AND PROCEDURES

All policies and procedures will be planned, reviewed and developed using an Equity Assessment Tool to help ensure that fairness, equity, diversity, acceptance, inclusion, and the elimination of all forms of discrimination are essential principles of our school system and are integrated into all TDSB policies and procedures.¹

POLICY TITLE: [insert title]

STEP 1:
Identify persons impacted by this Policy

Persons impacted because of:	How may these persons be impacted:	
	Positively	Negatively
<input type="checkbox"/> Age (e.g., children, youth, seniors)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Race, Colour, Ancestry, Ethnicity, Culture, Place of Origin	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Indigenous Ancestry (First Nations, Inuit, Metis)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Nationality, Citizenship, Immigration Status	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Disability (e.g., persons with physical, mental, cognitive, auditory, visual, addiction, psychological disabilities or disorders, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Creed Beliefs (e.g., Muslim, Jewish, Hindu, Buddhist, Indigenous Spirituality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sexual Orientation (e.g., gay, lesbian, queer, two-spirit, bisexual, pansexual, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Linguistic Origin (e.g., persons whose first language is not English or French, persons who use ASL or have different literacy levels)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Gender Identity, Gender Expression (e.g., female, transgender, non-binary, gender fluid, gender-queer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Socioeconomic Status (e.g., low income, precarious employment, housing or residing in priority neighborhoods, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Family Status and Marital Status (e.g., single parent, childcare, adoption, foster parents, diverse families, breastfeeding, maternity leaves, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Body Image (e.g., body size, appearance, body art, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>

STEP 2:
Describe potential negative impact(s) on the identified persons:

¹ Refer to the TDSB's Equity Policy (P037) available [here](#) for the terms and definitions used in this Equity Assessment Tool.

STEP 3:
What have you done to assess the potential impact(s):

- Conducted consultations
- Reviewed complaint/concern history
- Conducted quantitative/qualitative research:
 - Compared other jurisdictions
 - Identified current barriers, bias and service gaps
 - Conducted literature review
- Obtained assessment from TDSB staff
- Conducted self – assessment (consider personal biases)
- Obtained input from members of diverse and historically or currently disenfranchised groups and communities
- Other _____

STEP 4:
What changes or recommendations are you making to mitigate against the potential negative impacts of the Policy? What changes or recommendations are you making to enhance the positive impacts of the Policy?

As applicable, please consult with and get advice from appropriate staff to determine equity recommendations:

- Executive Superintendent, Human Rights and Indigenous Education
- Superintendent, Equity, Anti-Oppression, Anti-Racism
- Senior Manager, Equitable and Inclusive System Culture
- Senior Manager, Human Rights
- Manager, Employment Equity
- Accessibility Coordinator
- Centrally Assigned Principals (CAPs), Equity and School Improvement
- Student Equity Program Advisors (SEPA's)
- Community Support Workers (CSWs)
- Other applicable staff/departments _____

Accountability

- systems and structures drive practice



Commitment to Learning Which Challenges Streaming



Streaming

- Early Reading
- Special Education
- Student Discipline
- 8-9 Transitions



Intent v. Impact



TRUST





Toronto
District
School
Board