

Equity Foundation Statement and Commitments to Equity Policy Implementation

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Message from the Director

In the Toronto District School Board, our mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society. Students thrive in their learning when their environments are safe, nurturing, positive, and respectful. All students and staff in the Toronto District School Board have the right to learn and work in environments free of restricting biases. Each one of us must ensure that biases do not pose barriers to students, staff, parents, and the community-at-large.

The Equity Foundation Statement and our five Commitments to Equity Policy Implementation express this Board's commitment to equity. Equity education and practices are the best long-term strategies to achieve an inclusive learning and work environment. It is essential that our curriculum, our teaching methods, and our management practices support the values embodied in the following documents.

Thank you for your commitment to helping us reach our goals.

Sincerely,

Marguerite Jackson
Director of Education

Equity Foundation Statement

The Toronto District School Board values the contribution of all members of our diverse community of students, staff, parents, and community groups to our mission and goals. 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 recognizes however, that certain groups in our society are treated inequitably because of individual and systemic biases related to race, colour, culture, ethnicity, linguistic origin, disability, socio-economic class, age, ancestry, nationality, place of origin, religion, faith, sex, gender, sexual orientation, family status, and marital status. Similar biases have also impacted on Canada's aboriginal population. We also acknowledge that such biases exist within our school system.

The Board further recognizes that such inequitable treatment leads to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, and contributions of our students, our employees, and our parent and community partners. This inequitable treatment limits their future success and prevents them from making a full contribution to society.

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.

The Board will therefore ensure that:

- a) The curriculum of our schools accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that it actively provides opportunities for all students to understand the factors that cause inequity in society, and to understand the similarities, differences, and the connections

between different forms of discrimination; and that it helps students to acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive human relationships among their fellow students, and among all members of the society.

- b) All our students are provided with equitable opportunities to be successful in our system; that institutional barriers to such success are identified and removed; and that all learners are provided with supports and rewards to develop their abilities and achieve their aspirations.
- c) Our hiring and promotion practices are bias-free, and promote equitable representation of our diversity at all levels of the school system; 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.
- d) The contributions of our diverse community of parents and community groups to our schools are valued and encouraged; and that they are provided with equitable opportunities for working with staff and with each other for the benefit of all students.
- e) Students, employees, parents, and community partners are provided with effective procedures for resolving concerns and complaints that may arise from their experiences of unfair or inequitable treatment within the school system.
- f) Financial and human resources are provided to support the work of staff, students, parents, and community groups, and for staff development, in promoting equity and inclusion in the school system.
- g) Procedures are in place at all levels of the system for implementing, reviewing, and developing policies, programs, operations, and practices that promote equity in the system, for assessing their effectiveness, and for making changes where necessary.

Commitments to Equity Policy Implementation

Section 1: Antiracism and Ethnocultural Equity

The Toronto District School Board mandates that all persons in schools, workplaces, and meeting places associated with the Board abide by its Commitments to Equity Policy Implementation. This applies to all persons on Board premises, persons working on Board business (either on or off Board premises), and persons involved with Board-sponsored programs at other premises. This includes students, trustees, parents, volunteers, visitors, permit-holders, contractors, and corporate partners.

1.1. Board Policies, Guidelines, and Practices

The Toronto District School Board has approved an Equity Policy Statement which requires that antiracism and ethnocultural equity ideals be reflected in all aspects of organizational structures, policies, guidelines, procedures, classroom practices, day-to-day operations, and communication practices.

The Toronto District School Board policies, guidelines, and practices shall ensure that the needs and safety of all students, employees, trustees, parents, volunteers, visitors, permit-holders, contractors, and partners are addressed. These shall reflect the diverse viewpoints, needs, and aspirations of community members, particularly those of aboriginal, racial, ethnocultural, and faith groups whose voices traditionally and systemically have been marginalized and excluded.

The Board shall provide an appropriate mechanism to ensure accountability for achieving these goals by:

- 1.1.1. articulating clearly the Board's commitment to the principles of antiracism and ethnocultural equity in all Board policies, guidelines, day-to-day operations, protocol, and practices;
- 1.1.2. identifying and eliminating racial and ethnocultural biases and barriers in Board policies, guidelines, day-to-day operations, protocol, and practices;

- 1.1.3. identifying the many diverse sectors within aboriginal, racial, ethnocultural, and faith communities and other historically-disadvantaged groups within the jurisdiction of the Board and involving these communities in partnership activities;
- 1.1.4. assessing the effectiveness of community consultation and partnership involvement;
- 1.1.5. establishing accountability processes to document progress and ensure continuous implementation of the Antiracism and Ethnocultural Equity Commitments to Equity Policy;
- 1.1.6. allocating resources to provide compensatory education and ensure policy implementation.

1.2. Leadership

An informed leadership identifies individual discriminatory attitudes and behaviours as well as systemic inequities and barriers, and demonstrates accountability for their removal with the goal of achieving racial and ethnocultural equity and equity for all. Communication is an integral part of leadership, and includes the ability to listen to equity-seeking groups. All system leaders and decision-makers play a crucial role in identifying and addressing systemic inequities or barriers.

The Toronto District School Board shall provide informed and committed leadership at all levels by:

- 1.2.1. assisting trustees, administrators, staff, and student leaders to develop the knowledge, skills, attitudes, and behaviours required to implement the Equity Policy in the area of Antiracism and Ethnocultural Equity;
- 1.2.2. ensuring that policy directions, priorities, and day-to-day implementation of programs and services are consistent with the aims of Antiracism and Ethnocultural Equity;
- 1.2.3. identifying expectations for those responsible for implementation and incorporating these expectations into the performance-appraisal processes, including: the ongoing evaluation of teachers, support staff, and administrators; annual plans; and year-end reports;
- 1.2.4. ensuring that educational practices are inclusive and reflect the contributions of diverse cultures, and that all forms of stereotyping, prejudice, discrimination, racism, and violence against aboriginal, racial, ethnocultural, and faith communities are challenged and eliminated.

1.3. School-community Partnerships

Effective school-community partnerships enable representation and active participation from diverse communities and ensure the inclusion of the perspectives, experiences, and needs of aboriginal, racial, ethnocultural, and faith communities to enhance educational opportunities for all.

The Toronto District School Board is committed to ongoing, constructive, and open dialogue in partnership with aboriginal, racial, ethnocultural, and faith communities to increase cooperation and collaboration among home, school, and the community-at-large.

The Board shall work to create partnerships that ensure effective participation in the education process by:

- 1.3.1. identifying and involving representative and inclusive organizations and aboriginal, racial, ethnocultural, and faith communities within the jurisdiction of the Board;
- 1.3.2. requesting aboriginal, racial, ethnocultural, and faith communities and organizations to identify representatives for the purpose of establishing school-community partnerships;
- 1.3.3. assessing and evaluating the effectiveness of community consultation and partnership involvement and developing guidelines for effective partnership that respect the rights of students in an environment free of commercial intrusion and economic exploitation in accordance with Policy E.06 on External Partnerships;
- 1.3.4. encouraging school councils, home and school organizations, and parent-teacher associations to reflect the aboriginal, racial, ethnocultural, and faith communities that they represent;

- 1.3.5. ensuring effective and appropriate communication with community partners in their languages, as required;
- 1.3.6. ensuring students, parents, and staff access to supportive community resources, as appropriate for use in TDSB schools.

1.4. Curriculum

Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extra-curricular activities.

A curriculum that strives for racial and ethnocultural equity provides a balance of perspectives. The Toronto District School Board acknowledges that inequities have existed in the curriculum; therefore, the Board is committed to enabling all students from aboriginal, racial, ethnocultural, and faith communities to see themselves reflected in the curriculum.

The Board is committed to providing each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world by:

- 1.4.1. ensuring that the principles and practices of antiracism and ethnocultural equity permeate the curriculum in all subject areas;
- 1.4.2. examining and challenging racist and exclusive curriculum in order to ensure inclusivity;
- 1.4.3. developing a process to determine whether discriminatory biases related to aboriginal, racial, ethnocultural, and faith communities are present in existing learning materials, programs, or practices;
- 1.4.4. ensuring the review and/or modification of materials that promote stereo-typing; the review and modification of programs that promote stereotyping, discrimination or racism; and the removal of materials or programs that promote hatred or violence against people from aboriginal, racial, ethnocultural, or faith communities;
- 1.4.5. providing adequate resources and training: to assist all staff in becoming agents of change; to use curriculum effectively in order to promote critical thinking; and to challenge racism and discrimination;
- 1.4.6. ensuring that classrooms, resource centres, school libraries, audio-visual collections, and computer software contain materials and resources which accurately reflect Canada's aboriginal, racial, ethnocultural, and faith communities;
- 1.4.7. developing guidelines to ensure that displays and visual representation in all schools and workplaces of the Toronto District School Board reflect the cultural heritage and include the contributions of aboriginal, racial, ethnocultural, and faith communities;
- 1.4.8. supporting student leadership programs in antiracism education and equity;
- 1.4.9. developing and providing both academic and service programs and supports to meet the needs of students from aboriginal, racial, ethnocultural, and faith communities in all curriculum areas, including early intervention programs to encourage students to have high expectations and to consider non-traditional roles and work;
 - 1.4.9.1. ensuring that the contributions to Canadian and world history and historiography from aboriginal, racial, ethnocultural, and faith communities are included accurately in all aspects of the curriculum;
 - 1.4.9.2. ensuring that curriculum materials and learning resources are allocated to challenge hate groups and hate propaganda against aboriginal, racial, ethnocultural, and faith communities, and/or any other social identity.

1.5. Student Languages

Language proficiency is the foundation of academic success. Students from aboriginal, racial, ethnocultural, and faith communities come from all language backgrounds. The Toronto District School

Board recognizes and affirms the value of students' first/indigenous languages while ensuring proficiency in one or both of Canada's official languages by:

- 1.5.1. ensuring that students achieve literacy in at least one official language;
- 1.5.2. providing appropriate classroom support for language learning;
- 1.5.3. affirming and valuing students' first/indigenous language;
- 1.5.4. supporting the learning of languages in addition to English and French;
- 1.5.5. ensuring that students' diverse cultures are valued and affirmed in such language learning;
- 1.5.6. committing to using clear, inclusive language, and design that promotes understanding;
- 1.5.7. ensuring that resources are available to facilitate appropriate communication with students/parents/guardians.

1.6. Student Evaluation, Assessment, and Placement

The Toronto District School Board is committed to evaluation, assessment, programming, and placement processes that are sensitive to students' aboriginal, racial, ethnocultural, and faith backgrounds as well as personal/family experiences by:

- 1.6.1. identifying, reviewing, and changing practices that lead to the disproportionate streaming of students from aboriginal, racial, ethnocultural, and faith communities into academic programs that narrow their choices and life opportunities or limit participation in their local community;
- 1.6.2. ensuring that bias based on aboriginal status, race, ethnicity or faith does not adversely impact on programming, placement, and academic decisions and that students, with the support of their parents/guardians (as appropriate), are able to consider and make informed programming, placement, and academic decisions;
- 1.6.3. ensuring that evaluation, assessment, programming, and placement decisions meet individual student needs and offer them opportunities to reach their highest potential. This process must consider cultural and linguistic factors, and their inter-connections to faith, gender, sexual orientation and gender identity, socio-economic factors, disabilities, personal/family experiences, previous education, students' future expectations, and students' rights to continuity, stability, and community belonging;
- 1.6.4. re-evaluating annually, placement decisions that are jointly considered by the student/parent/guardian and the school, to ensure that placement decisions are consistent with Board policies, are flexible to meet needs, and do not limit education and life opportunities.

1.7. Guidance

The Toronto District School Board recognizes that informed counsellors, teachers, and staff in counselling roles can help to remove discriminatory barriers for students in the school system and in work-related experiences. The Board shall respond effectively to the needs of students from all aboriginal, racial, ethnocultural, and faith communities by:

- 1.7.1. providing counselling services that are culturally-sensitive, supportive, and free of racial or ethnocultural biases;
- 1.7.2. providing proactive strategies that ensure students from aboriginal, racial, ethnocultural, and faith communities are not underestimated on the basis of stereo-typical assumptions, and to assure that all students experience personal growth and reach their full potential in academic and life paths;
- 1.7.3. eliminating discriminatory biases related to students of aboriginal, racial, ethnocultural, and faith communities in educational and life planning programs;
- 1.7.4. encouraging and supporting students of aboriginal, racial, ethnocultural, and faith communities and their families in the identification of non-traditional career options;

- 1.7.4.1. working with students of aboriginal, racial, ethnocultural, and faith communities and their families to identify career options that historically have excluded them and help them to choose academic paths that will allow them to reach their full potential and succeed in a traditionally racist society;
- 1.7.5. ensuring that communication strategies are in place to keep all parents/ guardians informed about their children's current educational achievement, progress, and their plans for the future, in a language they understand, and including the provision of translations where necessary.

1.8 Employment and Promotion Practices

The Toronto District School Board recognizes that there are barriers to employment and promotion that historically have had a discriminatory impact on aboriginal, racial, ethnocultural, and faith communities. The Board is committed to racial and ethnocultural equity in hiring and promotion practices. The Board is committed to the development and maintenance of employment and promotion policies, practices, and procedures that are designed to employ a work-force that at all levels reflects, understands, and responds to a diverse population. The Board will respond to and support this work-force and its diverse population by:

- 1.8.1. ensuring that equitable employment and promotion practices exist;
- 1.8.2. identifying and eliminating systemic barriers in the employment and promotion system;
- 1.8.3. ensuring that employment and promotion strategies focus on under-represented communities;
- 1.8.4. establishing outreach activities and affirmative action strategies (e.g. encouragement, mentoring, training, and staff development) that focus on marginalized groups of aboriginal, racial, ethnocultural, and faith communities in order to ensure that schools and other work places within the Board achieve equitable representation at all levels;
- 1.8.5. ensuring that the Board's commitment to antiracism and ethnocultural equity is communicated throughout the Board, and that staff, students, and community are aware of this commitment;
- 1.8.6. eliminating barriers and encouraging diverse groups of aboriginal peoples and people from under-represented racial, ethnocultural, and faith communities to apply for teaching and non-teaching positions.

1.9. Staff Development

The Toronto District School Board is committed to ongoing staff development in anti-racism and ethnocultural equity for trustees and Board staff and will assist them to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate racist and discriminatory practices by:

- 1.9.1. identifying staff development needs to improve employees' knowledge, skills, and sensitivity in antiracist education and ethnocultural equity;
- 1.9.2. establishing opportunities for employees to acquire the critical knowledge, skills, sensitivity, and behaviours that will support the creation and maintenance of an education system that empowers all students to learn, to achieve success, and to participate responsibly in a diverse, global society;
- 1.9.3. improving staff's knowledge, skills, and expertise in antiracism and ethnocultural equity in order to help them understand how to identify and challenge prejudice, discrimination, and racism so they are better able to meet the needs of students from aboriginal, racial, ethnocultural, and faith communities;
- 1.9.4. training teaching and support staff in antiracist education methodologies to enable them to deliver an inclusive curriculum;
- 1.9.5. training and empowering employees to deal effectively and confidently with biases against members of aboriginal, racial, ethnocultural, and faith communities, and issues of racism and discrimination;

- 1.9.6. supporting initiatives that foster dialogue to create understanding and respect for diversity, which will result in a safe learning environment for all students;
- 1.9.7. promoting the expectation that all employee practices will reflect antiracism and ethnocultural equity policies and practices, and by establishing criteria for account-ability and evaluation;
- 1.9.8. involving community groups, as appropriate, in the design and implementation of staff development programs.

1.10. Harassment

Racial and ethnocultural harassment is demeaning treatment based on race and ethnicity. It is a form of discrimination that is prohibited under the Ontario Human Rights Code. (Please refer to the Board's Human Rights Policy for the policy and procedures with regard to harassment.)

Section 2: Antisexism and Gender Equity

The Toronto District School Board mandates that all persons in schools, workplaces, and meeting places associated with the Board abide by its Commitments to Equity Policy Implementation. This applies to all persons on Board premises, persons working on Board business (either on or off Board premises), and persons involved with Board-sponsored programs at other premises. This includes students, trustees, parents, volunteers, visitors, permit-holders, contractors, and corporate partners.

2.1. Board Policies, Guidelines, and Practices

The Toronto District School Board has approved an Equity Policy Statement which requires that antisexism and gender equity ideals be reflected in all aspects of organizational structures, policies, guidelines, procedures, classroom practices, day-to-day operations, and communication practices. The Toronto District School Board policies, guidelines, and practices shall ensure that the needs and safety of all students, employees, trustees, parents, volunteers, visitors, permit-holders, contractors, and partners are addressed. These shall reflect the diverse viewpoints, needs, and aspirations of community members, particularly women whose voices traditionally and systemically have been marginalized and excluded. This includes aboriginal, racial, ethnocultural, faith, lesbian, bisexual, transgender, disabled, working class, low-income, poor, and other historically-disadvantaged groups of women.

The Board shall provide an appropriate mechanism to ensure accountability for achieving these goals by:

- 2.1.1. articulating clearly the Board's commitment to the principles of antisexism and gender equity in all Board policies, guidelines, day-to-day operations, protocol, and practices;
- 2.1.2. identifying and eliminating sexism, gender bias, and barriers in Board policies, guidelines, day-to-day operations, protocol, and practices;
- 2.1.3. identifying the many diverse sectors within women's communities and other historically-disadvantaged groups within the jurisdiction of the Board and involving these communities in partnership activities;
- 2.1.4. assessing the effectiveness of community consultation and partnership involvement;
- 2.1.5. establishing accountability processes to document progress and ensure continuous implementation of the Antisexism and Gender Equity Commitments to Equity Policy;
- 2.1.6. allocating resources to provide compensatory education and ensure policy implementation.

2.2. Leadership

An informed leadership identifies individual discriminatory attitudes and behaviours as well as systemic inequities and barriers, and demonstrates accountability for their removal with the goal of achieving equity for all, irrespective of gender. Communication is an integral part of leadership, and includes the ability to listen to equity-seeking groups. All system leaders and decision-makers play a crucial role in identifying and addressing systemic inequities or barriers.

The Toronto District School Board shall provide informed and committed leadership at all levels by:

- 2.2.1. assisting trustees, administrators, staff, and student leaders to develop knowledge, skills, attitudes, and behaviours required to implement the Equity Policy in the area of Antisexism and Gender Equity;
- 2.2.2. ensuring that policy directions, priorities, and day-to-day implementation of programs and services are consistent with the aims of Antisexism and Gender Equity;
- 2.2.3. identifying expectations for those responsible for implementation and incorporating these expectations into the performance-appraisal processes, including: the ongoing evaluation of teachers, support staff, and administrators; annual plans; and year-end reports;
- 2.2.4. ensuring that educational practices are inclusive and reflect the contributions of diverse groups of girls and women in our communities, and that all forms of stereotyping, prejudice, discrimination, sexism, and violence against women are challenged and eliminated.

2.3. School-community Partnerships

Effective school-community partnerships enable representation and active participation from diverse communities and ensure the inclusion of the perspectives, experiences, and needs of aboriginal, racial, ethnocultural, and faith communities to enhance educational opportunities for all.

The Toronto District School Board is committed to ongoing, constructive, and open dialogue in partnership with aboriginal, racial, ethnocultural, and faith communities to increase cooperation and collaboration among home, school, and the community-at-large.

The Board shall work to create partnerships that ensure effective participation in the education process by:

- 2.3.1. identifying and involving representative and inclusive organizations and communities of women within the jurisdiction of the Board;
- 2.3.2. requesting women's organizations and communities to identify representatives for the purpose of establishing school-community partnerships;
- 2.3.3. assessing and evaluating the effectiveness of community consultation and partnership involvement and developing guidelines for effective partnership that respect the rights of students in an environment free of commercial intrusion and economic exploitation in accordance with Policy E.06 on External Partnerships;
- 2.3.4. encouraging school councils, home and school organizations, and parent-teacher associations to reflect the range of diverse groups in the communities they represent;
- 2.3.5. ensuring effective and appropriate communication with community partners in their languages, as required;
- 2.3.6. ensuring students, parents, and staff access to supportive community resources, as appropriate for use in TDSB schools.

2.4. Curriculum

Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extra-curricular activities.

A curriculum that strives for gender equity provides a balance of feminist perspectives. The Toronto District School Board acknowledges that inequities have existed in the curriculum; therefore, the Board is committed to enabling all girls and women to see themselves reflected in the curriculum. The Board is further committed to providing each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world by:

- 2.4.1. ensuring that principles and practices of antisexism and gender equity permeate the curriculum in all subject areas;
- 2.4.2. examining and challenging curriculum that traditionally has been male-dominated or ignores the experiences of women of diverse backgrounds in order to ensure inclusivity;
- 2.4.3. developing a process to determine whether discriminatory gender biases and violence against women are present in learning materials, programs or practices;
- 2.4.4. ensuring the review and/or modification of materials that promote stereo-typing; the review and modification of programs that promote stereotyping, discrimination or sexism; and the removal of materials or programs that promote hatred and/or violence against women;
- 2.4.5. providing adequate resources and training to assist all staff in becoming agents of change; to use materials effectively to promote critical-thinking skills; and to challenge sexism and gender bias;
- 2.4.6. ensuring that classrooms, resource centres, school libraries, audio-visual collections, computer software, and internet sites contain materials and resources that accurately reflect a diversity of women and other historically-disadvantaged groups;
- 2.4.7. developing guidelines to ensure that displays and visual representation in all schools and workplaces of the Toronto District School Board reflect gender diversity and include the contributions of women;
- 2.4.8. supporting student leadership programs in antisexism education and equity;
- 2.4.9. developing and providing programs to address and support the gender-related needs of female and male students in all curriculum areas, including early intervention programs to encourage female and male students into non-traditional gender roles and work;
 - 2.4.9.1. ensuring that the contributions to Canadian and world history and historiography from diverse groups of women are included accurately in all aspects of the curriculum;
 - 2.4.9.2. ensuring that curriculum materials and learning resources are allocated to challenge sexism, violence against women, and hate groups and hate propaganda based on gender and/or any other social identity;
 - 2.4.9.3. developing programs to encourage, promote, and support the needs of female students in the fields of mathematics, science, technology, and athletics.

2.5. Language

Language proficiency is the foundation of academic success. The Toronto District School Board recognizes and affirms the value of students' first/indigenous languages while ensuring proficiency in one or both of Canada's official languages by:

- 2.5.1. ensuring that students achieve literacy in at least one official language;
- 2.5.2. providing appropriate classroom support for language learning;
- 2.5.3. affirming and valuing students' first/indigenous language;
- 2.5.4. supporting the learning of languages in addition to English and French;
- 2.5.5. ensuring that all students are valued and affirmed in such language learning;
- 2.5.6. committing to using clear, inclusive language, and design that promotes understanding;
- 2.5.7. ensuring that resources are available to facilitate appropriate communication with students/parents/guardians.

2.6. Student Evaluation, Assessment, and Placement

The Toronto District School Board is committed to evaluation, assessment, programming, and placement processes that are sensitive to all students' backgrounds as well as personal/ family experiences by:

- 2.6.1. identifying, reviewing, and changing practices that lead to the disproportionate streaming of female and male students into academic programs that narrow their choices and life opportunities or limit participation in their local community;
- 2.6.2. ensuring that bias based on gender does not adversely impact on programming, placement, and academic decisions and that students, with the support of their parents/guardians(as appropriate), are able to consider and make informed programming, placement, and academic decisions;
- 2.6.3. ensuring that evaluation, assessment, programming, and placement decisions meet individual student needs and offer them opportunities to reach their highest potential. The Board provides and implements strategies to ensure that the abilities of students are not underestimated on the basis of gender-related stereotypical assumptions. This process must consider gender and its interconnections to cultural and linguistic factors, faith, sexual orientation and gender identity, socio-economic factors, disabilities, personal/ family experiences, previous education, students' future expectations, and students' rights to continuity, stability, and community belonging;
- 2.6.4. re-evaluating annually, placement decisions that are jointly considered by the student/parent/guardian and the school, to ensure that placement decisions are consistent with Board policies, are flexible to meet needs, and do not limit education and life opportunities.

2.7. Guidance

The Toronto District School Board recognizes that informed counsellors, teachers, and staff in counselling roles can help to remove discriminatory barriers for students in the school system and in work-related experiences. The Board shall respond effectively to the needs of students from diverse groups by:

- 2.7.1. providing counselling services that are culturally-sensitive, supportive, and free of gender bias;
- 2.7.2. providing proactive strategies that ensure the abilities of all students are not underestimated on the basis of female gender-related stereotypical assumptions, to assure that all students experience personal growth and reach their full potential in academic and life paths;
- 2.7.3. eliminating discriminatory biases related to female students of diverse back-grounds in educational and life planning programs;
- 2.7.4. encouraging and supporting female and male students and their families in the identification of non-traditional career options;
 - 2.7.4.1. working with female students and their families to identify career options that historically have excluded women of marginalized groups and help them to choose academic paths that will allow them to succeed in a traditionally male-dominated society;
- 2.7.5. ensuring that communication strategies are in place to keep all parents/ guardians informed about their children's current educational achievement, progress, and their plans for the future, in a language they understand, and including the provision of translations where necessary.

2.8. Employment and Promotion Practices

The Toronto District School Board recognizes that there are barriers to employment that historically have had a discriminatory impact on diverse groups of women. The Board is committed to equity for all in hiring and promotion practices.

The Board is committed to the development and maintenance of employment and promotion policies, practices, and procedures that are designed to employ a work-force that at all levels reflects, understands, and responds to a diverse population. The Board will respond to and support this work-force and its diverse population by:

- 2.8.1. ensuring that equitable employment and promotion practices exist;
 - 2.8.2. identifying and eliminating systemic barriers in the employment and promotion system;
 - 2.8.3. ensuring that employment and promotion strategies focus on under- represented communities;
 - 2.8.4. establishing outreach activities and affirmative action strategies(e.g. encouragement, mentoring, training, and staff development)that focus on marginalized groups of women and men in order to ensure that schools and other workplaces within the Board achieve equitable representation at all levels;
 - 2.8.5. ensuring that the Board’s commitment to antisexism and gender equity is communicated throughout the Board, and that staff, students, and community are aware of this commitment;
 - 2.8.6. eliminating barriers and encouraging diverse groups of women to apply for teaching and non-teaching positions.
- 2.9. Staff Development

The Toronto District School Board is committed to on-going staff development in antisexism and gender equity for trustees and Board staff and will assist them to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate sexist and discriminatory practices by:

- 2.9.1. identifying staff development needs to improve employees’ knowledge, skills, and sensitivity in antisexist education and gender equity;
- 2.9.2. establishing opportunities for employees to acquire the critical knowledge skills, sensitivity, and behaviours which will support the creation and maintenance of an education system that empowers all students, regardless of gender, to learn, to achieve success, and to participate responsibly in a diverse, global society;
- 2.9.3. improving staff’s knowledge, skills, and expertise in antisexism and gender equity in order to help them understand how to identify and challenge prejudice, stereotyping, discrimination, and sexism so that they are better able to meet the needs of all students, regardless of their gender;
- 2.9.4. training teaching and support staff in antisexism, gender equity, and other education methodologies to enable them to deliver an inclusive curriculum;
- 2.9.5. training and empowering employees to deal effectively and confidently with issues of sexism, violence against women, gender bias, and discrimination;
- 2.9.6. supporting initiatives that foster dialogue to create understanding and respect for gender diversity, which will result in a safe learning environment and community for all students;
- 2.9.7. promoting the expectation that all employee practices will reflect antisexism, and gender equity policies and practices, and by establishing criteria for accountability and evaluation;
- 2.9.8. involving, as appropriate, diverse groups of women and other historically- disadvantaged groups who have advocated on behalf of their communities in the design and implementation of staff development programs;

2.10. Harassment

Sexual and gender harassment, whether intended or not, is demeaning treatment and violent behaviour. Sexual and gender harassment are forms of discrimination that are prohibited under the Ontario Human Rights Code. (Please refer to the Board’s Human Rights Policy for the policy and procedures with regard to sexual and gender harassment.)

Section 3: Antihomophobia, Sexual Orientation, and Equity

The Toronto District School Board mandates that all persons in schools, workplaces, and meeting places associated with the Board abide by its Commitments to Equity Policy Implementation. This applies to all persons on Board premises, persons working on Board business (either on or off Board premises), and persons involved with Board-sponsored programs at other premises. This includes students, trustees, parents, volunteers, visitors, permit-holders, contractors, and corporate partners.

3.1. Board Policies, Guidelines, and Practices

The Toronto District School Board has approved an Equity Policy Statement which requires that ideals related to antihomophobia and sexual orientation equity be reflected in all aspects of organizational structures, policies, guidelines, procedures, classroom practices, day-to-day operations, and communication practices.

The Toronto District School Board policies, guidelines, and practices shall ensure that the needs and safety of all students, employees, trustees, parents, volunteers, visitors, permit-holders, contractors, and partners are addressed. These shall reflect the diverse viewpoints, needs, and aspirations of members of these communities, particularly those of groups whose voices traditionally and systemically have been marginalized and excluded on the basis of their sexual orientation. This includes lesbians, gay men, bisexuals, two-spirited, transsexual, and transgender people and their families.

The Board shall provide an appropriate mechanism to ensure accountability for achieving these goals by:

- 3.1.1. articulating clearly the Board's commitment to the principles of antihomophobia and equity on the basis of sexual orientation and gender identity in all Board policies, guidelines, day-to-day operations, protocol, and practices;
- 3.1.2. identifying and eliminating homophobic and heterosexist biases and barriers in Board policies, guidelines, day-to-day operations, protocol, and practices;
- 3.1.3. identifying the many diverse sectors within the lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation and gender identity and other historically-disadvantaged groups within the jurisdiction of the Board and involving these communities in partnership activities;
- 3.1.4. assessing the effectiveness of this community consultation and partnership involvement;
- 3.1.5. establishing accountability processes to document progress and ensure continuous implementation of the Antihomophobia, Sexual Orientation, and Equity Commitments to Equity Policy;
- 3.1.6. allocating resources to provide compensatory education and ensure policy implementation.

3.2. Leadership

An informed leadership identifies individual discriminatory attitudes and behaviours as well as systemic inequities and barriers, and demonstrates accountability for their removal with the goal of achieving equity for all, irrespective of sexual orientation. Communication is an integral part of leadership, and includes the ability to listen to equity-seeking groups. All system leaders and decision-makers play a crucial role in identifying and addressing systemic inequities or barriers.

The Toronto District School Board shall provide informed and committed leadership at all levels by:

- 3.2.1. assisting trustees, administrators, staff, and student leaders to develop knowledge, skills, attitudes, and behaviours required to implement the Equity Policy in the area of Antihomophobia, Sexual Orientation, and Equity;
- 3.2.2. ensuring that policy directions, priorities, and day-to-day implementation of programs and services are consistent with the aims of Antihomophobia, Sexual Orientation, and Equity;
- 3.2.3. identifying expectations for those responsible for implementation and incorporating these expectations into the performance-appraisal processes, including: the ongoing evaluation of teachers, support staff, and administrators; annual plans; and year-end reports;
- 3.2.4. ensuring that educational practices are inclusive and reflect the contributions of the diverse lesbian and gay communities, and other communities of people who identify themselves on the basis of sexual orientation and gender identity, and that all forms of stereotyping, prejudice,

discrimination, homophobia, and violence against these communities are challenged and eliminated.

3.3. School-community Partnerships

Effective school-community partnerships enable representation and active participation from diverse communities and ensure the inclusion of the perspectives, experiences, and needs of the lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation and gender identity to enhance educational opportunities for all.

The Toronto District School Board is committed to ongoing, constructive, and open dialogue in partnership with lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation and gender identity to increase cooperation and collaboration among home, school, and the community-at-large.

The Board shall work to create partnerships that ensure effective participation in the education process by:

- 3.3.1. identifying and involving representative and inclusive organizations and lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation and gender identity within the jurisdiction of the Board;
- 3.3.2. requesting these communities and organizations to identify representatives for the purpose of establishing school-community partnerships;
- 3.3.3. assessing and evaluating the effectiveness of community consultation and partnership involvement and developing guidelines for effective partnership that respect the rights of students in an environment free of commercial intrusion and economic exploitation in accordance with Policy E.06 on External Partnerships;
- 3.3.4. encouraging school councils, home and school organizations, and parent-teacher associations to reflect the range of the lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation and gender identity, in the communities that they represent;
- 3.3.5. ensuring effective and appropriate communication with community partners in their languages, as required;
- 3.3.6. ensuring students, parents, and staff access to supportive resources provided by the lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation and gender identity, as appropriate for use in TDSB schools.

3.4. Curriculum

Curriculum is defined as the total learning environment including physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extra-curricular activities.

A curriculum that strives for sexual orientation equity provides a balance of perspectives. The Toronto District School Board acknowledges that inequities have existed in the curriculum; therefore, the Board is committed to enabling all lesbian and gay students and students who identify themselves on the basis of sexual orientation and gender identity to see themselves reflected in the curriculum. The Board is further committed to providing each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world by:

- 3.4.1. ensuring that the principles and practices of antihomophobia and equity on the basis of sexual orientation permeate the curriculum in all subject areas;
- 3.4.2. examining and challenging homophobic and heterosexist curriculum in order to ensure inclusivity;

- 3.4.3. developing a process to determine whether discriminatory biases related to sexual orientation and gender identity are present in existing learning materials, programs or practices;
- 3.4.4. ensuring the review and/or modification of materials that promote stereo-typing; the review and modification of programs that promote stereotyping, discrimination, homophobia or heterosexism; and the removal of materials or programs that promote hatred or violence against gays, lesbians, or other people who identify themselves on the basis of sexual orientation or gender identity;
- 3.4.5. providing adequate resources and training to assist all staff in becoming agents of change; to use curriculum effectively in order to promote critical thinking; and to challenge homophobia and heterosexism;
- 3.4.6. ensuring that classrooms, resource centres, school libraries, audio-visual collections, and computer software contain appropriate materials and resources that accurately reflect the range of Canada's lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation or gender identity;
- 3.4.7. developing guidelines to ensure that displays and visual representation in all schools and workplaces of the Toronto District School Board reflect the cultural heritage and include the contributions of the lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation or gender identity;
- 3.4.8. supporting student leadership programs in antihomophobia education and equity;
- 3.4.9. developing and providing both academic and service programs and supports in all curriculum areas to meet the needs of underachieving lesbian and gay students and other students facing discrimination because of their own or their family members' sexual orientation or gender identity, including programs to encourage all students to have high expectations and to consider non-traditional gender roles and work;
 - 3.4.9.1. ensuring that the contributions to Canadian and world history and historiography from gay and lesbian communities and other communities who identify themselves on the basis of sexual orientation or gender identity are included accurately in all aspects of the curriculum;
 - 3.4.9.2. ensuring that curriculum materials and learning resources are allocated to challenge hate groups and hate propaganda against the lesbian and gay communities and other communities who identify themselves on the basis of sexual orientation, gender and/or any other social identity.

3.5. Student Languages

Language proficiency is the foundation of academic success. Lesbian and gay students and other students who identify themselves on the basis of sexual orientation and/or gender identity come from all language backgrounds. The Toronto District School Board recognizes and affirms the value of students' first/indigenous languages while ensuring proficiency in one or both of Canada's official languages by:

- 3.5.1. ensuring that students achieve literacy in at least one official language;
- 3.5.2. providing appropriate classroom support for language learning;
- 3.5.3. affirming and valuing students' first/indigenous language;
- 3.5.4. supporting the learning of languages in addition to English and French;
- 3.5.5. ensuring that students' diverse sexual orientations and gender identities are valued and affirmed in such language learning;
- 3.5.6. committing to using clear, inclusive language, and design that promotes understanding;
- 3.5.7. ensuring that resources are available to facilitate appropriate communication with students/parents/guardians.

3.6. Student Evaluation, Assessment, and Placement

The Toronto District School Board is committed to evaluation, assessment, programming, and placement processes that are sensitive to students' sexual orientation and gender identities as well as personal/family experiences by:

- 3.6.1. identifying, reviewing and changing practices that lead to the disproportionate streaming of students who identify themselves on the basis of sexual orientation and/or gender identity into academic programs that narrow their choices and life opportunities or limit participation in their local community;
- 3.6.2. ensuring that bias on the basis of sexual orientation does not adversely impact on programming, placement, and academic decisions and that students, with the support of their parents/guardians(as appropriate), are able to consider and make informed programming, placement, and academic decisions;
- 3.6.3. ensuring that evaluation, assessment, programming, and placement decisions meet individual student needs and offer them opportunities to reach their highest potential. This process must consider sexual orientation and gender identity, and their interconnections to cultural and linguistic factors, faith, gender, socio-economic factors, disabilities, personal/family experiences, previous education, students' future expectations, and students' rights to continuity, stability, and community belonging;
- 3.6.4. re-evaluating annually, placement decisions that are jointly considered by the student/parent/guardian and the school, to ensure that placement decisions are consistent with Board policies, are flexible to meet needs, and do not limit education and life opportunities.

3.7. Guidance

The Toronto District School Board recognizes that informed counsellors, teachers, and staff in counselling roles can help remove discriminatory barriers for students in the school system and in work-related experiences. The Board shall respond effectively to the needs of lesbian and gay and other students who identify themselves on the basis of sexual orientation or gender identity by:

- 3.7.1. providing counselling services that are culturally-sensitive, supportive, and free of bias on the basis of sexual orientation and gender identity;
- 3.7.2. providing proactive strategies to ensure that lesbian and gay students, students from same sex families, and other students who identify themselves on the basis of sexual orientation and gender identity are not underestimated on the basis of stereotypical assumptions, and to assure all students experience personal growth and reach their full potential in academic and life paths;
- 3.7.3. eliminating discriminatory biases related to sexual orientation or gender identity in educational and life planning programs;
- 3.7.4. encouraging and supporting lesbian and gay students, other students who identify themselves on the basis of sexual orientation or gender identity, and their families in the identification of non-traditional career options and appropriate academic paths;
 - 3.7.4.1. working with lesbian and gay students, other students who identify themselves on the basis of sexual orientation or gender identity, and their families to identify career options that historically have excluded them and help them to choose academic paths that will allow them to reach their full potential and succeed in a traditionally heterosexist society;
- 3.7.5. ensuring that communication strategies are in place to keep all parents/ guardians informed about their children's current educational achievement, progress, and their plans for the future, in a language they understand, and including the provision of translations where necessary;
- 3.7.6. recognizing the importance and ensuring the maintenance of confidentiality around matters of sexual orientation and gender identity for youth.

3.8. Employment and Promotion Practices

The Toronto District School Board recognizes that there are barriers to employment that historically have had a discriminatory impact on those who identify on the basis of sexual orientation and/or gender identity. The Board is committed to equity for all in hiring and promotion practices.

The Board commits itself to the development and maintenance of employment and promotion policies, practices, and procedures that are designed to employ a work-force that at all levels reflects, understands, and responds to a diverse population. The Board will respond to and support this work-force and its diverse population by:

- 3.8.1. ensuring that equitable employment and promotion practices exist;
- 3.8.2. identifying and eliminating systemic barriers in the employment and promotion system;
- 3.8.3. ensuring that employment and promotion strategies focus on under- represented communities;
- 3.8.4. establishing outreach activities and affirmative action strategies(e.g. encouragement, mentoring, training, and staff development)that focus on marginalized groups of lesbian and gay people and others who identify themselves on the basis of sexual orientation or gender identity, in order to ensure that schools and other workplaces within the Board achieve equitable representation at all levels;
- 3.8.5. ensuring that the Board’s commitment to antihomophobia and sexual orientation equity is communicated throughout the Board, and that staff, students, and community are aware of this commitment;
- 3.8.6. eliminating the barriers and encouraging diverse groups of openly lesbian, gay, bisexual, and transgender people to apply for teaching and non-teaching positions;
- 3.8.7. ensuring that the confidentiality of the sexual orientation and gender identity of staff be protected.

3.9. Staff Development

The Toronto District School Board is committed to on-going staff development in antihomophobia and sexual orientation equity for trustees and Board staff and will assist them to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate homophobic and heterosexist practices by:

- 3.9.1. identifying staff development needs to improve employees’ knowledge, skills, and sensitivity in antihomophobia and equity on the basis of sexual orientation and gender identity;
- 3.9.2. establishing opportunities for employees to acquire the critical knowledge, skills, sensitivity, and behaviours that will support the creation and maintenance of an education system that empowers all students, regardless of their sexual orientation or gender identity, to learn, to achieve success, and to participate responsibly in a diverse, global society;
- 3.9.3. improving staff’s knowledge, skills, and expertise in antihomophobia and sexual orientation equity in order to help them understand how to identify and challenge prejudice, stereotyping, and discrimination on the basis of sexual orientation and gender identity so that they are better able to meet the needs of all students;
- 3.9.4. training teaching and support staff in antihomophobia methodologies to enable them to deliver an inclusive curriculum;
- 3.9.5. training and empowering employees to deal effectively and confidently with issues of homophobia and heterosexism;
- 3.9.6. supporting initiatives that foster dialogue to create understanding and respect for diversity, which will result in a safe learning environment for all students;
- 3.9.7. promoting the expectation that all employee practices will reflect antihomophobia and sexual orientation equity policies and practices, and by establishing criteria for accountability and evaluation;
- 3.9.8. involving, as appropriate, lesbian and gay community groups and groups representing other communities who identify themselves on the basis of sexual orientation and/or gender identity, in the design and implementation of staff development programs.

3.10. Harassment

Homophobic harassment, whether intended or not, is demeaning treatment on the basis of a lesbian or gay sexual orientation. Closely related to homophobic harassment is harassment based on other sexual orientations or gender identities. These forms of discrimination are prohibited under the Ontario Human Rights Code. (Please refer to the Board's Human Rights Policy for the policy and procedures with regard to harassment.)

Section 4: Anticlassism and Socio-economic Equity

The Toronto District School Board mandates that all persons in schools, workplaces, and meeting places associated with the Board abide by its Commitments to Equity Policy Implementation. This applies to all persons on Board premises, persons working on Board business (either on or off Board premises), and persons involved with Board-sponsored programs at other premises. This includes students, trustees, parents, volunteers, visitors, permit-holders, contractors, and corporate partners.

4.1. Board Policies, Guidelines, and Practices

The Toronto District School Board has approved an Equity Policy Statement which requires that ideals related to anticlassism and socio-economic equity be reflected in all aspects of organizational structure, policies, guidelines, procedures, classroom practices, day-to-day operations, and communication practices.

The Toronto District School Board policies, guidelines, and practices shall ensure that the needs and safety of all students, employees, trustees, parents, volunteers, visitors, permit holders, contractors, and partners are addressed. These shall reflect the diverse viewpoints, needs, and aspirations of community members, particularly those of socio-economic groups whose voices traditionally and systemically have been marginalized and excluded.

The Board shall provide an appropriate mechanism to ensure accountability for achieving these goals by:

- 4.1.1. articulating clearly the Board's commitment to the principles of anticlassism and socio-economic equity in all Board policies, guidelines, day-to-day operations, protocol, and practices;
- 4.1.2. identifying and eliminating socio-economic class biases and barriers in Board policies, guidelines, day-to-day operations, protocol, and practices;
- 4.1.3. identifying the many diverse sectors within the working class, the socio-economically marginalized communities, and the historically-disadvantaged groups within the jurisdiction of the Board and involving these communities in partnership activities;
- 4.1.4. assessing the effectiveness of community consultation and partnership involvement;
- 4.1.5. establishing accountability processes to document progress and ensure continuous implementation of the Anticlassism and Socio-economic Equity Commitments to Equity Policy;
- 4.1.6. allocating resources to provide compensatory education and ensure policy implementation.

4.2. Leadership

An informed leadership identifies individual discriminatory attitudes and behaviours as well as systemic inequities and barriers, and demonstrates accountability for their removal with the goal of achieving equity for all, irrespective of socio-economic status. Communication is an integral part of leadership, and includes the ability to listen to equity-seeking groups. All system leaders and decision-makers play a crucial role in identifying and addressing systemic inequities or barriers.

The Toronto District School Board shall provide informed and committed leadership at all levels by:

- 4.2.1. assisting trustees, administrators, staff, and student leaders to develop the knowledge, skills, attitudes, and behaviours required to implement the Equity Policy in the area of Anticlassism and Socio-economic Equity;
- 4.2.2. ensuring that policy directions, priorities, and day-to-day implementation of programs and services are consistent with the aims of Anticlassism and Socio-economic Equity;
- 4.2.3. identifying expectations for those responsible for implementation and incorporating these expectations into performance-appraisal processes, including: the ongoing evaluation of teachers, support staff, and administrators; annual plans; and year-end reports;
- 4.2.4. ensuring that educational practices are inclusive and reflect the contributions of diverse socio-economically marginalized people, and that all forms of stereotyping, prejudice, discrimination, and violence against these groups are challenged and eliminated.

4.3. School-community Partnerships

Effective school-community partnerships enable representation and active participation from diverse communities and ensure the inclusion of the perspectives, experiences, and needs of working-class and socio-economically marginalized communities to enhance educational opportunities for all.

The Toronto District School Board is committed to ongoing, constructive, and open dialogue in partnership with working-class and socio-economically marginalized communities to increase cooperation and collaboration among home, school, and the community-at-large. The Board shall work to create school-community partnerships that ensure effective participation in the education process by:

- 4.3.1. identifying and involving working-class and socio-economically marginalized communities, and representative and inclusive organizations within the jurisdiction of the Board;
- 4.3.2. requesting labour, working-class, and socio-economically marginalized organizations and communities to identify representatives for the purpose of establishing school-community partnerships;
- 4.3.3. assessing the effectiveness of community consultation and partnership involvement and developing guidelines for effective partnership that respect the rights of students in an environment free of commercial intrusion and economic exploitation in accordance with Policy E.06 on External Partnerships;
- 4.3.4. encouraging and assisting school councils, home and school organizations and parent-teacher associations to reflect the diversity of the working-class and socio-economically marginalized communities that they represent;
- 4.3.5. ensuring effective and appropriate communication with community partners in their languages, as required;
- 4.3.6. ensuring students, parents, and staff access to supportive community resources, as appropriate for use in TDSB schools.

4.4. Curriculum

Curriculum is defined as the total learning environment including: physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extra-curricular activities.

A curriculum that strives for socio-economic equity provides a balance of perspectives. The Toronto District School Board acknowledges that inequities have existed in the curriculum; therefore, the Board is committed to enabling all students from working-class and socio-economically marginalized communities to see themselves reflected in the curriculum and to provide each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world by:

- 4.4.1. ensuring that the principles and practices of anticlassism and socio-economic equity permeate the curriculum in all subject areas;

- 4.4.2. examining and challenging curriculum that has excluded the contributions and experiences of working-class and socio-economically marginalized people and communities in order to ensure inclusivity;
- 4.4.3. developing a process to determine whether discriminatory biases related to socio-economic class are present in existing learning materials, programs, or practices;
- 4.4.4. ensuring the review and/or modification of materials that promote stereo-typing; the review and modification of programs that promote stereotyping, discrimination, or classism; and the removal of materials or programs that promote hatred or violence against socio-economically marginalized people;
- 4.4.5. providing adequate resources and training to assist all staff in becoming agents of change; to use materials effectively to promote critical thinking skills about class; and to challenge classism and class bias;
- 4.4.6. ensuring that classrooms, resource centres, school libraries, audio-visual collections, and computer software contain materials and resources that accurately reflect the range of socio-economic classes and communities;
- 4.4.7. developing guidelines to ensure that displays and visual representation in all schools and workplaces of the Toronto District School Board reflect the heritage of and include the contributions of working-class and socio-economically marginalized people and communities;
- 4.4.8. supporting student leadership programs in anticlassism education and equity;
- 4.4.9. developing and providing both academic and service programs and supports to meet the needs of socio-economically disadvantaged students and communities in all curriculum areas, including early intervention programs to encourage all students to have high expectations and to consider non-traditional roles and work;
 - 4.4.9.1. ensuring that the contributions to Canadian and world history and to historiography from working-class and socio-economically marginalized communities, including efforts by groups such as the labour movement to create a more equitable society, are included accurately in all aspects of the curriculum;
 - 4.4.9.2. ensuring that curriculum materials and learning resources are allocated to challenge classism, class biases, violence against socio-economically marginalized people, and hate propaganda based on socio-economic status, and/or any social identity.

4.5. Language Learning

Language proficiency is the foundation of academic success. Working-class and socio-economically marginalized students come from all language backgrounds. The Toronto District School Board recognizes and affirms the value of students' first/indigenous languages while ensuring proficiency in one or both of Canada's official languages by:

- 4.5.1. ensuring that students achieve literacy in at least one official language;
- 4.5.2. providing appropriate classroom support for language learning;
- 4.5.3. affirming and valuing students' first/indigenous language;
- 4.5.4. supporting the learning of languages in addition to English and French;
- 4.5.5. ensuring that students from all socio-economic backgrounds are valued and affirmed in such language learning;
- 4.5.6. committing to using clear, inclusive language, and design that promotes understanding;
- 4.5.7. ensuring that resources are available to facilitate appropriate communication with students/parents/guardians.

4.6. Student Evaluation, Assessment, and Placement

The Toronto District School Board is committed to evaluation, assessment, programming, and placement processes that are sensitive to students' socio-economic background and family experiences by:

- 4.6.1. identifying, reviewing, and changing practices that lead to the disproportionate streaming of working class and socio-economically marginalized students into academic programs that narrow their choices and life opportunities or limit participation in their local community;
 - 4.6.2. ensuring that bias based on socio-economic status does not adversely impact on programming, placement, and academic decisions and that students, with the support of their parents/guardians(as appropriate), are able to consider and make informed programming, placement, and academic decisions;
 - 4.6.3. ensuring that evaluation, assessment, programming, and placement meet individual student needs and offer them opportunities to reach their highest potential. This process must consider the impact of socio-economic factors and their inter-connections to cultural and linguistic factors, faith, gender, sexual orientation and gender identity, abilities/disabilities, personal/family experiences, previous education, students' future expectations, and students' rights to continuity, stability, and community belonging;
 - 4.6.4. re-evaluating annually, placement decisions that are jointly considered by the student/parent/guardian and the school, to ensure that placement decisions are consistent with Board policies, are flexible to meet needs, and do not limit education and life opportunities.
- 4.7. Guidance

The Toronto District School Board recognizes that informed counsellors, teachers, and staff in counselling roles can help to remove discriminatory barriers for students in the school system and in work-related experiences. The Board shall respond effectively to the needs of students from working-class and diverse groups of socio-economically marginalized communities by:

- 4.7.1. providing counselling services that are culturally-sensitive, supportive, and free of socio-economic class bias;
- 4.7.2. providing proactive strategies to ensure that students from working-class and socio-economically marginalized communities are not underestimated on the basis of stereotypical assumptions, and to assure that all students experience personal growth and reach their full potential in their academic and life paths;
- 4.7.3. eliminating discriminatory biases related to socio-economic status in educational and life planning programs;
- 4.7.4. encouraging and supporting students from working-class and socio- economically marginalized communities and their families in the identification of non-traditional career options;
 - 4.7.4.1. working with students from working-class and socio-economically marginalized communities and their families to identify career options that historically have excluded them and help them to choose academic paths that will allow them to reach their full potential and succeed in a traditionally classist society;
- 4.7.5. ensuring that communication strategies are in place to keep all parents/ guardians informed about their children's current educational achievement, progress, and their plans for the future, in a language they understand, including the provision of translations where necessary.

4.8. Employment and Promotion Practices

The Toronto District School Board recognizes that there are barriers to employment and promotion that historically have had a discriminatory impact on communities of lower socio-economic status. The Board is committed to equity for all these communities in hiring and promotion practices.

The Board is committed to the development and maintenance of employment and promotion policies, practices, and procedures that are designed to employ a work-force that at all levels reflects, understands, and responds to a diverse population. The Board will respond to and support this work-force and its diverse population by:

- 4.8.1. ensuring that equitable employment and promotion practices exist;
- 4.8.2. identifying and eliminating systemic barriers in the employment and promotion system;

- 4.8.3. ensuring that employment and promotion strategies focus on under-represented communities;
- 4.8.4. establishing out-reach activities and affirmative action strategies (e.g. encouragement, mentoring, training, and staff development) that focus on diverse groups of socio-economically marginalized people in order to ensure that schools and other workplaces within the Board achieve equitable representation at all levels;
- 4.8.5. ensuring that the Board's commitment to anticlassism and socio-economic equity is communicated throughout the Board, and that staff, students, and community are aware of this commitment;
- 4.8.6. eliminating barriers and encouraging diverse groups of socio-economically marginalized people to apply for teaching and non-teaching positions.

4.9. Staff Development

The Toronto District School Board is committed to on-going staff development on anticlassism and socio-economic equity for trustees and Board staff and will assist them to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate class biases and discriminatory practices by:

- 4.9.1. identifying staff development needs to improve employee's knowledge, skills, and sensitivity in anticlassism and socio-economic equity;
- 4.9.2. establishing opportunities for employees to acquire the critical knowledge, skills, sensitivity, and behaviours that will support the creation and maintenance of an education system that empowers all students regardless of their socio-economic status, to learn, to achieve success, and to participate responsibly in a diverse, global society;
- 4.9.3. improving staff's knowledge, skills, and expertise in anticlassism and socio-economic equity in order to help them understand how to identify and challenge prejudice, stereotyping, discrimination, and classism, so that they are better able to meet the needs of all students;
- 4.9.4. training teaching and support staff in anticlassism and other critical methodologies to enable them to deliver an inclusive curriculum;
- 4.9.5. training and empowering employees to deal effectively and confidently with issues of classism;
- 4.9.6. supporting initiatives that foster dialogue to create understanding and respect for diversity, which will result in a safe learning environment for all students;
- 4.9.7. promoting the expectation that all employee practices will reflect anticlassism and socio-economic equity policies and practices and by establishing criteria for accountability and evaluation;
- 4.9.8. involving, as appropriate, working-class organizations and socio-economically marginalized communities in the design and implementation of staff development programs.

4.10. Harassment

Harassment on the basis of socio-economic class, whether intended or not, is demeaning treatment. (Please refer to the Board's Human Rights Policy for the policy and procedures with regard to harassment.)

Section 5: Equity For Persons With Disabilities

The Toronto District School Board mandates that all persons in schools, workplaces, and meeting places associated with the Board abide by its Commitments to Equity Policy Implementation. This applies to all persons on Board premises, persons working on Board business(either on or off Board premises), and persons involved with Board-sponsored programs at other premises. This includes students, trustees, parents, volunteers, visitors, permit-holders, contractors, and corporate partners.

5.1. Board Policies, Guidelines, and Practices

The Toronto District School Board has approved an Equity Policy Statement that requires that ideals related to equity for persons with disabilities be reflected in all aspects of organizational structures, policies, guidelines, procedures, classroom practices, day-to-day operations, and communication practices. The Toronto District School Board policies, guidelines, and practices shall ensure that the needs of all students, employees, trustees, parents, volunteers, visitors, permit-holders, contractors, and partners are addressed. These shall reflect the diverse viewpoints, needs, and aspirations of community members, particularly those of persons with disabilities whose voices traditionally and systemically have been marginalized and excluded. The Board shall provide an appropriate mechanism to ensure accountability for achieving these goals by:

- 5.1.1. articulating clearly the Board's commitment to the principles of equity for persons with disabilities in all Board policies, guidelines, day-to-day operations, protocol, and practices;
- 5.1.2. identifying and eliminating bias and physical, emotional, and intellectual barriers against persons with disabilities in Board policies, guidelines, day-to-day operations, protocol, and practices;
- 5.1.3. identifying the many diverse sectors within the communities of persons with disabilities and other historically-disadvantaged groups within the jurisdiction of the Board and involving these communities in partnership activities;
- 5.1.4. assessing the effectiveness of community consultation and partnership involvement;
- 5.1.5. establishing accountability processes to document progress and ensure continuous implementation of the Commitments to Equity Policy for Persons with Disabilities;
- 5.1.6. allocating resources to provide compensatory education and ensure policy implementation.

5.2. Leadership

An informed leadership identifies individual discriminatory attitudes and behaviours as well as systemic inequities and barriers, and demonstrates accountability for their removal with the goal of achieving equity for all, irrespective of abilities/disabilities. Communication is an integral part of leadership, and includes the ability to listen to equity-seeking groups. All system leaders and decision-makers play a crucial role in identifying and addressing systemic inequities or barriers.

The Toronto District School Board shall provide informed and committed leadership at all levels by:

- 5.2.1. assisting trustees, administrators, staff, and student leaders to develop the knowledge, skills, attitudes, and behaviours required to implement the Equity Policy in the area of Equity for Persons with Disabilities;
- 5.2.2. ensuring that policy directions, priorities, and day-to-day implementation of programs and services are consistent with the aims of Equity for Persons with Disabilities;
- 5.2.3. identifying expectations for those responsible for implementation and incorporating these expectations into the performance-appraisal processes, including: the ongoing evaluation of teachers, support staff, and administrators; annual plans; and year-end reports;
- 5.2.4. ensuring that educational practices are inclusive and reflect the contributions of diverse groups of persons with disabilities in our communities, and that all forms of stereotyping, prejudice, discrimination, and violence against persons with disabilities are challenged and eliminated.

5.3. School-community Partnerships

Effective school-community partnerships enable representation and active participation from diverse communities and ensure the inclusion of the perspectives, experiences, and needs of diverse groups of persons with disabilities in order to enhance educational opportunities for all.

The Toronto District School Board is committed to ongoing, constructive, and open dialogue in partnership with communities of people with disabilities to increase cooperation and collaboration among home, school, and the community-at-large.

The Board shall work to create partnerships that ensure effective participation in the education process by:

- 5.3.1. identifying and involving representative and inclusive advocacy organizations and communities of persons with disabilities within the jurisdiction of the Board;
- 5.3.2. requesting organizations and communities of persons with disabilities to identify representatives for the purpose of establishing school-community partnerships;
- 5.3.3. assessing and evaluating the effectiveness of community consultation and partnership involvement and developing guidelines for effective partnership that respect the rights of students in an environment free of commercial intrusion and economic exploitation in accordance with Policy E.06 on External Partnerships;
- 5.3.4. encouraging school councils, home and school organizations, and parent-teacher associations to reflect the range of persons with disabilities in the communities that they represent;
- 5.3.5. ensuring effective and appropriate communication with community partners in their languages, as required;
- 5.3.6. ensuring students, parents, and staff access to supportive community resources, as appropriate for use in TDSB schools.

5.4. Curriculum

Curriculum is defined as the total learning environment including physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extra-curricular activities.

A curriculum that strives for equity for persons with disabilities provides a balance of perspectives. The Toronto District School Board acknowledges that inequities have existed in the curriculum; therefore, the Board is committed to enabling all persons with disabilities to see themselves reflected in the curriculum. The Board is further committed to providing each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world by:

- 5.4.1. ensuring that the principles and practices of equity for persons with disabilities permeate the curriculum in all subject areas;
- 5.4.2. examining and challenging curriculum that traditionally has ignored the experiences of persons with disabilities from diverse backgrounds, in order to ensure inclusivity;
- 5.4.3. developing a process to determine whether discriminatory biases related to persons with disabilities are present in existing learning materials, programs, or practices;
- 5.4.4. ensuring the review and/or modification of materials that promote stereo-typing; the review and modification of programs that promote stereotyping, discrimination, or promote the exclusion of persons with disabilities; and the removal of materials or programs that promote hatred or violence against people with disabilities;
- 5.4.5. providing adequate resources and training to assist all staff in becoming agents of change and to use materials effectively to promote critical thinking skills that challenge discrimination and bias against persons with disabilities;
- 5.4.6. ensuring that classrooms, resource centres, school libraries, audio-visual collections, and computer software contain materials and resources that accurately reflect aboriginal, racial, ethnocultural, faith, lesbian, bisexual, transgender, working class, low-income, poor, and other historically-disadvantaged groups of persons with disabilities;
- 5.4.7. developing guidelines to ensure that displays and visual representation in all schools and workplaces of the Toronto District School Board reflect diversity and include the contributions of persons with disabilities;
- 5.4.8. supporting student leadership programs to include and support persons with disabilities;

- 5.4.9. developing and providing academic service programs and supports in all curriculum areas to meet the needs of students with disabilities, including early intervention programs to encourage students to have high expectations and consider non-traditional roles and work;
 - 5.4.9.1. ensuring that the contributions to Canadian and world history and historiography from persons with disabilities are included accurately in all aspects of the curriculum;
 - 5.4.9.2. ensuring that curriculum materials and learning resources are allocated to challenge bias against persons with disabilities and hate groups and hate propaganda based on disability and/or any other social identity.

5.5. Student Languages

Language proficiency is the foundation of academic success. Students with disabilities come from all language backgrounds. The Board recognizes and affirms the value of students' first/indigenous languages while ensuring proficiency in one or both of Canada's official languages by:

- 5.5.1. ensuring that students with disabilities reach their full potential in developing communication skills, language proficiency, and literacy in at least one official language;
- 5.5.2. providing supports and accommodations to students with language and other disabilities to assist with communication and ensure student participation and learning;
- 5.5.3. affirming and valuing students' first/indigenous language;
- 5.5.4. supporting the learning of languages in addition to English and French;
- 5.5.5. ensuring that students with disabilities are valued and affirmed in such language learning;
- 5.5.6. committing to using clear, inclusive language, and design that promotes understanding;
- 5.5.7. ensuring that resources are available to facilitate appropriate communication with students/parents/guardians.

5.6. Student Evaluation, Assessment, and Placement

The Toronto District School Board is committed to the evaluation, assessment, programming, and placement processes that are responsive to all persons with disabilities as well as personal/family experiences by:

- 5.6.1. identifying, reviewing, and changing practices that lead to the disproportionate streaming and isolation of students with disabilities into academic programs that narrow their choices and life opportunities or limit participation in their local community;
- 5.6.2. ensuring that bias based on disability does not adversely impact on programming, placement, and academic decisions and that students, with the support of their parents/guardians(as appropriate), are able to consider and make informed programming, placement, and academic decisions;
- 5.6.3. ensuring that evaluation, assessment, programming, and placement meet individual student needs and offer them opportunities to reach their highest potential. This process must consider disabilities and their interconnections to cultural and linguistic factors, faith, gender, sexual orientation and gender identity, socio-economic factors, personal/family experiences, previous education, students' future expectations, and students' rights to continuity, stability, and community belonging;
- 5.6.4. re-evaluating annually, placement decisions that are jointly considered by the student/parent/guardian and the school, to ensure that placement decisions are consistent with Board policies, are flexible to meet needs, and do not limit education and life opportunities.

5.7. Guidance

The Toronto District School Board recognizes that informed counsellors, teachers, and staff in counselling roles can help to remove discriminatory barriers for students in the school system and in work-related experiences. The Board shall respond effectively to the needs of students with disabilities from all diverse groups by:

- 5.7.1. providing counselling services that are culturally-sensitive, supportive, and free of bias against persons with disabilities;
- 5.7.2. providing proactive strategies to ensure that all students with disabilities are not underestimated on the basis of stereotypical assumptions and to assure that all students experience personal growth and reach their full potential in academic and life paths;
- 5.7.3. eliminating discriminatory biases related to diverse groups of students with disabilities and other historically-disadvantaged groups in educational and life planning programs;
- 5.7.4. encouraging and supporting all students with disabilities and their families in the identification of non-traditional career options;
 - 5.7.4.1. working with students with disabilities and their families to identify career options that historically have excluded them and help them to choose academic paths that will allow them to reach their full potential and to succeed in a traditionally able-bodied society;
- 5.7.5. ensuring that communication strategies are in place to keep all parents/ guardians informed about their children's current educational achievement, progress, and their plans for the future, in a language they understand, including the provision of translations where necessary.

5.8. Employment and Promotion Practices

The Toronto District School Board recognizes that there are barriers to employment and promotion that historically have had a discriminatory impact on diverse groups of persons with disabilities. The Board is committed to equity for all in hiring and promotion practices.

The Board is committed to the development and maintenance of employment and promotion policies, practices, and procedures that are designed to employ a work-force which at all levels reflects, understands, and responds to a diverse population. The Board will respond to and support this work-force and its diverse population by:

- 5.8.1. ensuring that equitable employment and promotion practices exist;
- 5.8.2. identifying and eliminating systemic physical, emotional, and intellectual barriers in the employment system;
- 5.8.3. ensuring that employment and promotion strategies focus on under- represented communities;
- 5.8.4. establishing out-reach activities and affirmative action strategies (e.g. encouragement, mentoring, training, and staff development) that focus on marginalized groups of persons with disabilities in order to ensure that schools and other work-places within the Board achieve equitable representation at all levels;
- 5.8.5. ensuring that the Board's commitment to equity for persons with disabilities is communicated throughout the Board and that staff, students, and community are aware of this commitment;
- 5.8.6. eliminating barriers and encouraging diverse groups of people with disabilities to apply for teaching and non-teaching positions;

5.9. Staff Development

The Toronto District School Board is committed to on-going staff development in the area of equity for persons with disabilities for trustees and Board staff and will assist them to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate bias and discriminatory practices against persons with disabilities by:

- 5.9.1. identifying staff development needs to improve employees' knowledge, skills, and sensitivity towards persons with disabilities;
- 5.9.2. establishing opportunities for employees to acquire the critical knowledge, skills, sensitivity, and behaviours that will support the creation and maintenance of an education system that empowers all students, regardless of their disability, to learn, to achieve success, and to participate responsibly in a diverse, global society;
- 5.9.3. improving staff's knowledge, skills, and expertise in equity for persons with disabilities in order to help them understand how to identify and challenge prejudice, stereotyping, and discrimination on the basis of disability so that they are better able to meet the needs of all students;
- 5.9.4. training teaching and support staff in equity education for persons with disabilities, and other education methodologies to enable them to deliver an inclusive curriculum to all students;
- 5.9.5. training and empowering employees to deal effectively and confidently with issues of bias and discrimination based on disability;
- 5.9.6. supporting initiatives that foster dialogue to create understanding and respect for the diversity within the community of persons with disabilities, which will result in a safe learning environment and community for all students;
- 5.9.7. promoting the expectation that all employee practices will reflect equity for persons with disabilities policies and practices, and by establishing criteria for accountability and evaluation;
- 5.9.8. involving, as appropriate, people with disabilities, other historically-disadvantaged groups of persons with disabilities, and those who have advocated on behalf of their communities, in the design and implementation of staff development programs.

5.10. Harassment

Harassment based on a person's disability is demeaning treatment whether intended or not. Discrimination based on a disability is prohibited under the Ontario Human Rights Code. (Please refer to the Board's Human Rights Policy for the policy and procedures with regard to harassment.)