



P042, Appropriate Dress Policy Review, Phase 5

To: Governance and Policy Committee

Date: 24 April, 2019

Report No.: 04-19-3627

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Transform Student Learning

Recommendation

It is recommended that the revised Appropriate Dress Policy, renamed to the Student Dress Policy (P042), as presented in this report, be approved.

Context

The current Appropriate Dress Policy (P042) (the “Policy”) (Appendix A) has been reviewed in accordance with the Policy Review Work Plan (Appendix B) approved by the Governance and Policy Committee on May 30, 2018.

As detailed in the Policy Review Work Plan, the proposed content revisions to the Policy are based on Committee’s directions, student and community advocacy and input, critical equity review of operational requirements and current practices, as well as a scan of related policies in other school boards.

Consultations were carried out through the TDSB public website for 90 days and focus groups were held with Community Advisory Committee (CAC) representatives, TSSA representatives, Student Senate, a staff group, and a student group. An accompanying survey was also sent to all TDSB schools, school staff, Student Senate, School Councils, all Community Advisory Committees, Federations, Unions, and Staff Associations. The survey was also posted on the TDSB public website for 90 days and received 428 responses, 19% of which were from students.

The objective of the revised Policy is to establish standards and practices for student dress in schools. The revised Policy aligns with legislative acts and regulations, including the *Ontario Human Rights Code*, PPM 128: The Provincial Code of Conduct and School Board Code of Conduct, and Section 169.1.a.1 under the *Education Act*.

Below are some of the key changes being proposed to the current Appropriate Dress Policy (P042):

1. Rename the Policy to Student Dress Policy;
2. Ensure that the student dress code is based on the equity-centered standard and framework consistent with the Integrated Equity Framework and the Equity Policy (P037);
3. Focus on student voice, impact and engagement in any dress code development, reviews and revisions;
4. Ensure student engagement in any uniform policy development process as well as an equal right to vote in any uniform policy decisions;
5. Enhance knowledge and awareness of assumptions or stereotypes that are based on or reinforce bias, prejudice and discrimination, and may lead to discriminatory application of dress codes.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's directions, the revised Policy will be presented to the Board of Trustees for consideration and final approval on May 22, 2019. Staff will initiate the review of existing and, as required, development of new operational procedures to support implementation of the Policy.

Resource Implications

No additional resources will be required for the implementation of the revised Policy at this time.

Communications Considerations

Staff are developing a phased communication plan for students, staff, parents/guardians and the community which will advise the system and public of the Policy change by September 2019.

Board Policy and Procedure Reference(s)

- Equity Policy (P037)
- Human Rights Policy (P031)
- Board Code of Conduct Operational Procedure (PR585)

- Appropriate Dress Operational Procedure (PR596)
- Promoting a Positive School Climate Operational Procedure (PR697)

Appendices

- Appendix A: Appropriate Dress Policy (P042) – Current
- Appendix B: Policy Review Work Plan
- Appendix C: Student Dress Code Policy (P042) – Revised Clean

From

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Toronto District School Board

Policy P042

Title: **APPROPRIATE DRESS**

Adopted: April 10, 2002

Revised: **August 26, 2009**

Reviewed: March 2012

1.0 OBJECTIVE

To establish requirements and permissions for appropriate dress codes in schools

2.0 RESPONSIBILITY

Deputy Director, Academic Services

3.0 DEFINITIONS

Dress Code is the appropriate dress policy established by each school in consultation with parents through their school councils, and may include a school uniform.

Inappropriate Dress refers to a standard of attire which does not meet the school community standards of decency and shall include language and/or representations on attire that indicates gang affiliation, that depicts violence, profanity, racial or gender discrimination or discrimination of any kind whatsoever, or that otherwise demeans an identifiable individual or group.

Parent refers to an individual who is on record with the school as a parent or legal guardian of a student at the school.

School Uniform refers to any common standard of attire with respect to colour and design which students are required to wear at school.

4.0 POLICY

4.1. General

An appropriate school dress policy, supported by a majority of parents, should lead to safer and more respectful learning and teaching environments. Each school, in consultation with its school council, is free to develop a dress policy that is appropriate for that school. Such dress policies shall be based on principles such as respect, safety and diversity. In keeping with the Board's Policy B.03: Equity Foundation, any school dress policy must integrate the principles of fairness, equity and inclusion.

4.2. School Dress Codes

- (a) Every school must establish a Dress Code.
- (b) Each Dress Code must include a statement of principles upon which it is based.
- (c) It is expected that, subject to the discretion of the principal to permit exceptions regarding compliance in appropriate circumstances, every student in the school will comply with the Dress Code.
- (d) School Dress Codes must be consistent with both the spirit and letter of the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*. For instance, Dress Codes must be flexible enough to provide accommodation for religious dress. All Dress Codes must include a provision which permits the principal to exercise the discretion to allow exceptions to the school Dress Code.
- (e) Each Dress Code shall include a description of Inappropriate Dress. Such a description shall include attire that is defined by this policy as Inappropriate Dress and may include any other attire or dress that is considered inappropriate in specific schools.
- (f) A Dress Code may include a School Uniform.
- (g) Dress Codes shall include a provision respecting periodic review and monitoring. The periodic review shall include a process for consultation with students, teachers, staff, volunteers working in the schools, parents and guardians, school councils and the public.

4.3. School Uniforms

- (a) Schools shall be permitted, after consultation with parents/guardians, school councils, and students, to implement a dress policy that is appropriate for the school.
- (b) Before adopting a school uniform policy, a formal vote of parents and/or guardians of children in the school shall be taken as follows:
 - (i) the vote must have a participation rate of 80 percent of the eligible voters with a 70 percent approval rate by the participating voters to implement a uniform policy;
 - (ii) eligible voters shall be one parent/guardian vote for each student in the school.
- (c) Uniform policies adopted by schools shall remain in place for a minimum of three years.
- (d) To rescind a uniform policy, a vote, as shown in section 4.3 (b), shall be taken.
- (e) There will be one vote for each student who is expected to be at the school in the following year (this will exclude those students who are expected to

graduate from the school, and include new students who are registered at the school), such vote to be cast by a parent or guardian of the student

5.0 SPECIFIC DIRECTIVES

The Director is authorized to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Operational Procedure PR.596: Appropriate Dress

Revised as per May 30, 2018 GPC

POLICY REVIEW WORK PLAN

Date: June 06 , 2018

All policies will be reviewed to ensure consistency with the TDSB's *Mission and Value (P002)* policy, and principles and commitments within the TDSB's *Equity (037) Policy*.

POLICY INFORMATION

Policy Title and Policy Number: [Appropriate Dress \(P042\)](#)

Review during fiscal year: [2018/19](#)

Adopted: [April 10, 2002](#)

Last reviewed: [August, 2009](#)

Executive Council member responsible for this Policy review: Executive Superintendent, Equity and Engagement

Phase I. PLANNING AND OBTAINING TRUSTEES' DIRECTIONS

This Policy Review Plan has been discussed with the Policy Coordinator:

- Yes
 No

This Policy Review Plan will be discussed at the Governance and Policy Committee meeting held on: [May 30, 2018](#)

Phase II. REVISIONS

The Policy will be reformatted to ensure alignment with the current Policy Template (Operational Procedure PR501, Policy Development and Management):

- Yes
 No

Content Changes

The Policy requires content revisions:

- Yes
 No

The content changes are due to the following reason(s): [\[select one or more\]](#)

- Legislation
 Government directives/policies
 Board decisions
 Operational requirements
 Simplify and/or update using plain language

Alignment with Equity Policy

Detailed information on the proposed content changes:

- Define and clarify school dress codes, in relation to their impact, scope and application at the TDSB.
- Ensure alignment of the revised Appropriate Dress (P042) with the Equity Policy (P037), Human Rights (P031), Ontario Human Rights Code, PPM 128: The Provincial Code of Conduct and School Board Code of Conduct and section 169.1.a.1 under the Education Act; particularly as it relates to challenging systemic bias/ barriers, the impact on students and maintaining positive school climates.
- Introduce expectations that focus on student voice, impact and engagement in any dress code development, reviews and revisions.
- Revise uniform policy development process to ensure students are engaged and own their equal right to vote in any uniform policy decisions.
- Introduce an equity centered, system standard and framework for schools to use when developing/ revising dress codes.
- Clarify a consistent and fair process for application of dress code infractions within equity and well-being framework.
- Introduce expectation for training and professional development for staff to enhance knowledge and awareness of discriminatory impact of unfair application of dress codes (i.e. assumptions or stereotypes about diverse racial heritage, creed beliefs, rigid gender roles, gender identities and expressions, sexuality or perceived sexual behaviour related to hair, clothing colours, fashion choices, etc. that are based on or reinforce bias, prejudice and discrimination.)
- Emphasize clear and consistent communication of dress codes (i.e. posted in schools and online, printed in student agendas and highlighted in announcements and newsletters).

Phase III. INTERNAL REVIEWS AND SIGN-OFFS

The Policy review will include TDSB divisions affected by the Policy: [\[select applicable\]](#)

- Equity and Achievement
- Facilities, Sustainability and Employee Services
- Finance and Operations

In addition, the following departments will be required to sign-off on the proposed Draft Policy:

- Legal Services
- Governance and Board Services
- Government, Public and Community Relations

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

Director of Education

- [As per Committee's direction, the revised draft policy will be presented to the Committee for review prior to initiation of public consultations.](#)

Phase IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

Yes

No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (90 days minimum)
2. Extending invitations for consultation to all Advisory Committees of the Board and conducting consultations with the Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees):
[September/ October 2018](#)

- Aboriginal Community Advisory Committee
- Alternative Schools Advisory Committee
- Black Student Achievement Community Advisory Committee
- Community Use of Schools Advisory Committee
- Early Years Advisory Committee
- Environmental Sustainability Community Advisory Committee
- Equity Policy Advisory Committee
- French as a Second Language Advisory Committee
- Inner City Advisory Committee
- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)
- Student Nutrition Advisory Committee

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include: [September/ October 2018](#)

- Student Senate
- School Councils
- Other: [separate focus groups with school principals, students, teachers, caring and safe schools staff; consultations with unions, professional associations and federation partners \(TAA, OSSTF and ETT\)](#)

The following methods will be applied in the external consultations:

- Public meeting
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey
- Posting on the TDSB website
- Other: [Email Correspondence](#)

Phase V. COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date: [December 2018/January 2019](#)

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: [January/February 2019](#)

Once approved, the revised Policy will replace the existing policy on the TDSB website.

Phase VI. IMPLEMENTATION

Following Board approval, the final revised Policy will be communicated through:

- Posting of the revised Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders' Bulletin
- Informing departments at staff meetings and channeling information to the school principals through respective superintendents
- Implementation of a broad communication plan for internal and external audiences

Policy implementation will include:

- Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: Late [Spring 2019](#)

- Review of associated procedures or initiate development of new procedures
 - [Board Code of Conduct \(PR585\)](#)
 - [Appropriate Dress \(PR596\)](#)

Toronto District School Board

Policy P042

Title: **STUDENT DRESS**

Adopted: April 10, 2002

Effectuated: April 10, 2002

Revised: August 26, 2009, [Insert new date here]

Reviewed: March 2012

Authorization: Board of Trustees

1.0 RATIONALE

The Student Dress Policy (“the Policy”) has been developed to provide students with learning environments that are safe, equitable, welcoming and inclusive and recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are personal and important factors to a person’s health and well-being.

Historically, school dress codes have been written and enforced in ways that disproportionately and negatively impact: female-identified students, racialized students, gender diverse, transgender and non-binary students, students with disabilities, socioeconomically marginalized students and Indigenous, First Nation, Métis, and Inuit students. Focused, explicit, persistent and determined action is required to challenge and overcome this history. The Student Dress Policy draws on the principles of equity, anti-oppression, anti-racism, non-discrimination, equitable and inclusive education.

This Policy operates within the legislative environment of the *Education Act* and the Ontario Human Rights Code (OHRC), and is consistent with the TDSB Equity Policy (P037) and the Human Rights Policy (P031).

2.0 OBJECTIVE

- To establish fair and equitable standards and practices for student dress in all schools.
- To ensure that these standards and practices centre student engagement and student voice.
- To recognize that students have both the right to express themselves and the shared responsibility to maintain respectful, safe and positive school climates.

- To recognize that students primarily experience school as a learning environment and a social environment.
- To recognize that dress plays a fundamental role in how students build healthy relationships and explore self-identity.
- To ensure that the design, application and enforcement of the student dress code does not reinforce or increase marginalization or oppression of any individual or group based on race, colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic status, age, ancestry, nationality, place of origin, sex, gender identity, gender expression, sexual orientation, citizenship, immigration status, family status, and marital status or body type/size or another factor as defined and covered under the TDSB Equity Policy (P037) and the OHRC.

3.0 DEFINITIONS

Board refers to the Toronto District School Board, which is also referred to as “TDSB”.

Cisnormative refers to the socially constructed and biased assumptions that all human beings are cisgender (only male or female) and have only a male or female gender identity which matches the biological sex they were assigned at birth and therefore a congruent male or female (binary) gender expression to match.

Differential Treatment refers to a type of discrimination where in an individual, because of one or more of the prohibited grounds under the OHRC, is treated differently and or excluded from consideration by seemingly standard policies or practices, resulting in substantive unequal treatment, distinction, exclusion or preference that imposes a burden upon, limits and or withholds equal access or benefits (e.g., Rules specifically targeting female identified bodies).

Heteronormative refers to the belief that people fall into only two distinct and complementary gender identities (male and female) with natural roles in life based entirely upon the biological sex assigned at birth. It assumes that heterosexuality is the norm or default sexual orientation, and that sexual and marital relations are most (or only) fitting between people of opposite sex. A "heteronormative" view therefore involves alignment of biological sex, sexuality, gender identity and gender expression and roles. This socially constructed and dominant idea is biased, prejudicial and discriminatory to all non-cis gender identities and non-hetero sexual orientations and is the foundation of heterosexism, transphobia and homophobia.

Inappropriate Dress refers to any attire that does not conform to the student dress code.

Parent/ Guardian refers to an individual who is on record with the school as a parent or legal guardian of a student at the school.

Uniform refers to any common standard of attire with respect to colour and design which students are required to wear at school.

Size or size discrimination refers to prejudice or discrimination on the grounds of a person's size. Size discrimination usually refers to extremes in physical size, such as very tall or short; extremely thin or obese.

Shaming in this instance refers to any judgmental behavior that reinforces discriminatory cultural rules/ expectations related to dress, body, gender identity, gender expression and or sexuality. This includes acts of 'slut shaming and body shaming' as well as behaviours that negatively impact a person's dignity and self-worth.

TDSB refers to the Toronto District School Board, which is also referred to as the "*Board*".

For a comprehensive list of equity related definitions, please refer to the TDSB's [Equity Policy \(P037\)](#)

4.0 RESPONSIBILITY

The Director of Education holds primary responsibility for this Policy. Within the Director's Office, the Associate Director, School Operations and Service Excellence, will provide an executive oversight, and the responsibility for the implementation, coordination, and day-to-day management of the Policy is assigned to the school Superintendents.

5.0 APPLICATION AND SCOPE

This Policy applies to all students and employees of the *Board*.

6.0 POLICY

This Policy establishes the student dress code for all schools.

6.1 Shared Rights and Responsibilities for Student Dress

Students

- (a) The primary responsibility for a student's attire resides with the student and their *parent(s) or guardian(s)*.

- (b) Students have the right to express themselves, feel comfortable in what they wear and the freedom to make dress choices (e.g., clothing, hairstyle, makeup, jewelry, fashion, style, etc.).
- (c) Students have the responsibility to respect the rights of others, support a positive, safe and shared environment and to comply with the Student Dress Policy P042.

Staff

- (a) Staff are responsible for ensuring that student dress does not interfere with student and staff health or safety requirements and/or promote offensive, harassing, hostile or intimidating environments.
- (b) Staff have the additional responsibility to balance student health, well-being and safety and foster positive school climates while affirming and respecting student choices and freedom of expression.

6.2 Student Dress Code

- (a) Students may attend school and school-related functions in dress of their choice that conforms to following system standards.
- (b) Student dress must:
 - Be worn in such a way that all bottom layers cover groin and buttocks and top layers cover nipples, both with opaque material.
 - Tops may expose shoulders, stomachs, midriff, neck lines and cleavage.
 - Bottoms may expose legs, thighs and hips.
 - Undergarments may not be substituted as outerwear and, if worn, should be worn beneath a layer of outer wear.
 - Straps and waistbands may be exposed however.
 - Any headwear that does not obscure the face may be worn.
 - Conform with established health and safety requirements for the intended activity (e.g., health and physical education classes, science and chemistry classes, sporting events, technical education, drama/dance classes, etc.)
 - Respect the *Board's* intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities;
 - Not promote offensive, lewd, vulgar, or obscene images or language, including profanity, hate and pornography;

- Not promote, nor, could not be construed as or include content that is discriminatory (e.g., racist, anti-Black, anti-Indigenous, anti-Semitic, Islamophobic, sexist, transphobic, homophobic, classist, abelist, *sizist*, etc.), or that reasonably could be construed as defamatory, threatening, harassing or promoting bias, prejudice or hate;
- Not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence or any illegal conduct or criminal activities;
- Not interfere with the safe operation of the school, limit or restrict the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights; (e.g., except for creed accommodations and safety requirements, no head wear may obscure the face, all other head wear may be worn);
- Conform with any established standard school uniform.

6.3 Discretionary Restrictions

- (a) Any restrictions to the way a student dresses must conform to the student dress code and will be necessary to support the overall educational goals and activities of the school (e.g., bathing suits/ swim wear are restricted for pool/ swimming activities.)
- (b) Any discretionary exceptions to the student dress code must be authorized by the principal or delegate and must be consistent with the *Canadian Charter of Rights and Freedoms*, the OHRC, and the Equity Policy (P037) (e.g., OHRC accommodation requests, sports equipment, Halloween costumes that obscure a face, etc.).

6.4 Human Rights Accommodations

The student dress code must be implemented with every student in mind and result in barrier free access to the fullest extent possible (e.g., no zero tolerance head wear, rigid gender stereotypes rules of dress, etc.). The Board is committed to provide individual human rights based accommodations (e.g., creed dress restrictions, gender expression, etc.) short of undue hardship. However, the standard design and application of the student dress code must be flexible enough to account for the diversity, accessibility, safety and dignity of all students up front, thus minimizing the need for individual accommodation requests to ensure inclusivity.

6.5 Professional Development and Student Education

- (a) As part of the Leadership Capacity Plan, the Board will ensure training and professional development support for staff to enhance knowledge and awareness of discriminatory impact of unfair application of the student dress code (e.g., assumptions or stereotypes about diverse racial heritage, creed beliefs, rigid gender roles, gender identities and expressions, socioeconomic status, disabilities, sexuality or perceived sexual behaviour related to hair, clothing colours, fashion choices, etc., that are based on or reinforce bias, prejudice and discrimination.).
- (b) Students will receive regular education on topics of: boundaries, consent, healthy relationships, sexual harassment and bullying and violence prevention, to enhance the knowledge, skills, attitudes and behaviours that ensure diverse student dress choices are fostered in a respectful, inclusive, safe and positive school climate.

6.6 Enforcement

- (a) To ensure effective and equitable enforcement, staff must be consistent and fair in application of the student dress code and base decisions on objective, verifiable evidence of impact.
- (b) Staff will not use subjective discretion to vary the requirements in any ways that lead to discriminatory outcomes, differential treatment or reinforce and/ or increase marginalization or oppression.
- (c) Student dress code violations that threaten health and safety, and/ or promote violence, illegal activity, bullying, harassment, and/ or are motivated by the bias, prejudice or hate against any individual or identifiable groups, are serious violations of the Caring and Safe Schools Policy (P051) and must be responded to in accordance with P051 and associated procedures.
- (d) Staff will respond to all other student dress code violations in a manner that:
 - Treats the violation as minor on the continuum of school rule violations.
 - Ensures no student is negatively affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, creed beliefs, cultural or religious identity, disability, household income, body size/type, or body maturity or any other grounds covered under the OHRC.
 - Ensures consistent and fair application of the student dress code rules that never results in *differential treatment*.

- Ensures students are not *shamed* or required to display their body in front of others (students, *parents/guardians*, or staff) in school.
 - Does not require the removal of students from a classroom or a loss of class time as a disciplinary consequence.
 - Offers a continuum of choices to remedy any *inappropriate dress*:
 - 1) Ask the student to wear additional clothing of their own to obscure the *inappropriate dress* choice;
 - 2) Allows the student to seek out and borrow additional clothing from a another peer;
 - 3) Allows the student to contact *parent or guardian* to bring extra clothes;
 - 4) Allows the student to wear clothing provided by the school;
- (e) Students who refuse to comply with choices provided to remedy inappropriate dress and/ or who repeatedly violate the student dress code may be subject to progressive discipline under Caring and Safe Schools Policy (P051) and must be responded to in accordance with P051 and associated procedures.

6.7 Concern or Complaint Protocol

- (a) For concerns or complaints related to student dress code, students are encouraged to put their concerns/complaints in writing that are unable to be resolved by discussions with staff. Written concerns/complaints from students must be reviewed and responded to by the school principal and or the superintendent in a timely manner. *Parents/guardians* may use the Parent Concern Protocol (PR505), Board Code of Conduct (PR585) and the Reporting of Suspected Wrongdoing (Whistleblowing) Procedure (PR710) to address issues related to student dress code enforcement.
- (b) If student dress code issues are unable to be resolved through the related procedures, complainants may use the Caring and Safe Schools Policy (P051) to bring forth those issues.

6.8 School Uniforms

- (a) Schools may, after consultation with students, staff, *parents/guardians*, and school councils, seek a vote for approval to establish a (or rescind an existing) *uniform* standard as part of the student dress code.
- (b) Any *uniform* standard must conform to the student dress code (as outlined in 6.2).

- (c) The discussion about school uniforms must examine any equity impacts of adopting a *uniform* including (but not limited to) financial burden and socio-economic disparity and sexist or *heteronormative/cisnormative* designs.
- (d) In accordance with the Equity Policy (P037), equity criteria must be used to determine and mitigate any barriers to access or participation imposed by *uniform* fees/ costs and a transparent, socio-economic equity plan created to defray any costs for any families who may require accommodation. No students may be denied program access because of inability to afford uniforms.
- (e) Before establishing or rescinding a school *uniform* standard, a formal vote of current students and *parents/guardians* of children currently enrolled, will be taken as follows:
 - i. Each student registered at the school and expected to be at the school in the following year is eligible to cast one vote;
 - ii. Students in grade 7-12 may cast their own vote or request their *parents/guardians* to vote on their behalf;
 - iii. Students in kindergarten to grade 6 will be represented by their *parents/guardians* who will vote on their behalf;
 - iv. The vote must have a participation rate of 70 percent of the eligible voters with a 60 percent approval rate by the participating voters to adopt or rescind a *uniform* standard.
- (f) *Uniform* standard established by schools will remain in place for a minimum of three years.

6.9 Communication

The student dress code will be clearly conveyed to students, *parent/guardians* and staff, clearly displayed in schools and posted online, printed in student agendas and highlighted in announcements and newsletters for clear reminders.

6.10 Review

Successful implementation and enforcement of the student dress code will be biannually reviewed and monitored by each school using an analysis of their most recent school climate and school incident and code of conduct data, as well as, a clear, engaging and transparent process for consultation/feedback with students, teachers, staff, volunteers working in the schools, *parents and guardians*, and school councils. The principal may conduct additional reviews upon request or at any time if a conflict or concern arises.

7.0 SPECIFIC DIRECTIVES

The Director of Education has authority to issue operational procedures to implement this Policy.

8.0 EVALUATION

This Policy is to be reviewed and updated as required but at a minimum every four (4) years.

9.0 APPENDICES

Appendix A: Student Dress Examples

10.0 REFERENCE DOCUMENTS

Policies:

- Caring and Safe Schools Policy (P051)
- Equity Policy (P037)
- Human Rights Policy (P031)

Procedures:

- Appropriate Dress Procedure (PR596)
- Board Code of Conduct (PR585)
- Parent Concern Protocol (PR505)
- Reporting of Suspected Wrongdoing (Whistleblowing) Procedure (PR710)
- Promoting a Positive School Climate Procedure (PR697)
- Progressive Discipline (PR702)

Other Documents:

- *Canadian Charter of Rights and Freedoms*
- *Education Act*
- *Ontario Human Rights Code*
- *Education Act, R.R.O. 1990, Regulation 298, Operation of Schools General Section 11 (19.1.ii)*

STUDENT DRESS EXAMPLES

All students must wear a top and bottom layer of clothing of opaque material. Bottom layers must cover groin and buttocks and top layers must cover nipples.

Tops may expose shoulders, stomachs, midriff, neck lines and cleavage. Bottoms may expose legs, thighs and hips. Undergarments may not be substituted as outerwear and if worn, should be worn beneath a layer of outer wear. Straps and waist bands may be exposed however. Any headwear that does not obscure the face may be worn.

Students may wear tops and bottoms that conform with the student dress code including the following examples:

Students may wear:

- Tops: shirt/ T-shirts/ sweater / vest / midriff baring shirts / tank tops, including spaghetti straps, halter tops, and “tube” (strapless) tops, backless tops, V-neck, plunging necklines, etc.
- Bottom: pants / jeans/ sweatpants / shorts / skirt / dress / leggings/ fitted pants, including leggings, yoga pants, ripped jeans and “skinny jeans”, etc.
- Clothing that conforms to established health and safety requirements in classes where protective or supportive clothing is needed, such as chemistry / biology (eye or body protection), dance (bare feet), or health and physical education (athletic attire / specific footwear/ protective gear/ sports equipment/ shower flip-flops).
- Headwear: hats, du-rags, bandanas, hoodies, creed-based headwear, etc.
- Pajamas/ onesies
- Attire that leaves waistbands or straps on undergarments visible
- Athletic attire

Students may not wear:

- Violent language or images or messages that promote, threaten or incite violent behaviours
- Images or language promoting or depicting drugs, illegal items, activity, promotion or incitement of criminal behaviours
- Images or language promoting or depicting discrimination, hate, profanity or pornography
- Images or language motivated by bias, prejudice or hate or that promote or incite harassment, bullying, hostile or intimidating environments for any individual or group based their race, colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic status, age, ancestry,

nationality, place of origin, sex, gender Identity, gender expression, sexual orientation, citizenship, immigration status, family status, and marital status or body type/size or another factor as defined and covered under the TDSB Equity Policy (P037) and the OHRC.

- Any clothing that threatens health and safety or presents a foreseeable risk to the school, the wearer or others based on objective, verifiable evidence
- Underwear as the only layer of clothing

Students may seek permission to wear:

- Bathing suits/ swim wear for pool/ swimming activities
- Halloween costumes/ sports helmets that obscure a face
- Sports bras as outer wear for athletic activities
- Dress requirements to support a creed practices and similar human rights accommodations

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