

# Toronto District School Board

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Policy P045

Title: **DEALING WITH ABUSE AND NEGLECT OF STUDENTS**

Adopted: October 27, 1999  
Effectuated: October 27, 1999  
Revised: May 14, 2014; **[Insert New Date]**  
Reviewed: **[Insert New Date]**  
Authorization: Board of Trustees

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## 1. RATIONALE

The Dealing with Abuse and Neglect of Students Policy (“the Policy”) responds to jury recommendations arising out of Coroner’s Inquests into the deaths of Jeffrey Baldwin and Katelynn Sampson. The Policy supports the development and implementation of early identification and culturally responsive intervention strategies centering equity and anti-racism which include student, family, and parent/guardian identities, to prevent child abuse and neglect at the Toronto District School Board (TDSB). The Policy aims to educate school communities about their Duty to Report, incidents of suspected, witnessed, and/or disclosed neglect and abuse of children to the Children Aid Societies and to play a key role in providing a culturally safe, nurturing, positive learning and working environment.

This Policy is aligned with Katelynn’s Principle and Jordan’s Principle, TDSB’s Human Right Policy (P031), Equity Policy (P037), Caring and Safe Schools Policy (P051), the Gender-based Violence Policy (P071), and the Anti-Sex Trafficking Policy (P099).

The Policy is also aligned with governing legislation, including but not limited to, the *Human Rights Code*, the *Education Act*, the *Child, Youth, and Family Services Act, 2017*, the *Accessibility for Ontarians with Disabilities Act, 2005*, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Protecting Students Act*, the *Youth Criminal Justice Act* and the *Criminal Code of Canada*.

## 2. OBJECTIVE

- To promote equity and to provide a culturally safe (in particular anti-oppressive and anti-racist), nurturing, positive, and respectful learning environment focused on preventing abuse and neglect for all students, including newcomer students.
- To educate all students about abuse and neglect.

- To train employees about abuse and neglect, including understanding how racial biases can further harm and/or stigmatize racialized and vulnerable students, including newcomer students, in particular Indigenous and Black students.
- To inform employees and volunteers working with students about their legal duty to report abuse and neglect - suspected, witnessed and/or disclosed.
- To address and provide identity affirming/culturally responsive support including settlements services and connections to community agencies supporting newcomer students for the emotional and psychological needs of students, who have experienced abuse or neglect
- To identify, develop and facilitate culturally responsive and relevant healing practices for all groups of students

### 3. DEFINITIONS

*Abuse and/or neglect* refers to any form of maltreatment contemplated in the *Child and Family Services Act, 2017* and includes but is not limited to physical abuse, sexual abuse, emotional abuse, exposure to family violence, and/or neglect.

*Anti-Black Racism* refers to one of the many results of white supremacy and is distinct from anti-racism. The distinction comes about because anti-Black racism and its complexities and nuances are specific to the histories and bodies of African/African descendant/Black peoples. Anti-Black racism promotes and upholds unearned Privileges based on whiteness and proximity to whiteness and Eurocentric ideals, in terms of phenotype, culture, and performativity. It also reinforces internalized hate and oppression faced by people of African descent as a result of the idealizing and privileging of whiteness. This includes shadeism, colourism and other damaging manifestations of white supremacy such as the use and (re)perpetuation of the dominant and "universal" Eurocentric lens and views. Anti-Black racism is deeply invested in the continuation of power structures within the dominant society that disadvantage, deny and exclude people of African descent, and actively works against measures implemented to improve Equity and ultimately liberation for African/African descendant/Black peoples.

At the core of anti-Black racism is seeing African descendant, African Caribbean, African Canadian, and Black bodies as sub-human. An example of anti-Black racism is anti-Blackness, which is based on a negative, essentialized, criminalized view and interpretation of the Black body and the Black experience. Anti-Black racism is unequal power relations, and its intersections include but are not limited to destructive beliefs, attitudes, prejudice, stereotyping and/or discrimination that are directed at people of African descent and rooted in their unique history and experience of enslavement and colonization globally, including here in Canada. The legacy of anti-Black racism lies in the historical and current social, economic, cultural, and political marginalization of Black bodies everywhere, including Black

Torontonians. It is experienced as a lack of access and barriers to opportunity and inequitable outcomes in the social determinants of health, including health, mental health and well-being, education, housing and income. This results in higher rates of precarious employment and unemployment, significant poverty, and overrepresentation in the criminal justice, mental health, and child welfare systems for people of African descent.

*Anti-Indigenous Racism* refers to a distinct form of racism that targets Indigenous Peoples based on race, heritage, traditions, languages and ancestry and rooted in colonial notions of white, settler dominance and superiority - resulting in systemic oppression, denial of rights, cultural erasure, erosion of dignity and individual actions of Discrimination, hatred and violence. In Canada the process of colonization has resulted in ongoing and entrenched systemic racism and systematic destruction of traditions, values, language, and basic human rights against Indigenous peoples that has been described by some as 'cultural genocide'. Racist and colonial ideologies continue to significantly affect the health, well-being, success, fair and just treatment and opportunities for of Indigenous Peoples, cutting across the social determinants of health; impacting access to education, housing, food security and employment, and permeating societal systems and institutions including the health care, child welfare and criminal justice systems.

*Anti-racism* refers to the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism (Ontario Anti-Racism Secretariat). Anti-racism examines the power imbalances between racialized people and non-racialized/white people (McIntosh, 1988).

*Antisemitism* refers to a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of Antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. (Source: International Holocaust Remembrance Alliance "Working Definition of Antisemitism". For further information, visit: <https://www.holocaustremembrance.com/working-definition-antisemitism>)

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

*Child* refers to any person under the age of eighteen years. For the purposes of child protection services provided by a children's aid society and Native Child and Family Services, child now includes those aged 17 and under. As such, a person should call the police to report abuse or neglect of a 16- or 17-year child. The person may also need to make a report to CAS if one or more of the following criteria is met:

- The child is a "child in extended society care" and/or "child in interim society care" of the CAS.

- If you suspect that the child is 'at risk of' and/or in need of protection from child sex trafficking (Appendix A2)
- The child indicates that they are being supervised by the CAS;
- The abuse or neglect suspected, disclosed or witnessed has the potential to put a younger sibling under the age of 16 at risk of abuse or neglect;
- The abuse or neglect suspected, disclosed or witnessed concerns family violence and there are siblings under the age of 16 at the home.

*Colonialism* refers to a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.

*Emotional Abuse* refers to the pattern of overt rejecting, isolating, degrading, terrorizing, corrupting, exploiting, denying emotional responsiveness, and punishing a child's attempts to interact with the environment. The parent/guardian may use any of these tactics in relating to and disciplining a child. Children who are exposed to violence in their homes may suffer emotional harm.

*Exposure to Family Violence* refers to the witnessing or hearing violent acts or threats of physical, sexual, or emotional harm between intimate partners or family members. This may include direct involvement or experiencing any aftermath.

*Homophobia* refers to the irrational fear, hatred, prejudice or negative attitudes toward homosexuality and people who are Gay or Lesbian. Homophobia can take overt and covert, as well as subtle and extreme forms. Homophobia includes behaviours such as jokes, name-calling, exclusion, Gay bashing, etc. Homophobia may be caused by individual actions or systemic/ institutional bias and oppression, towards people who are, or who are perceived to be, lesbian, gay, bisexual, transgender or queer.

*Intersectionality* refers to the overlapping, in the context of an individual or group, of two or more prohibited grounds of Discrimination under the Ontario Human Rights Code, or other factors, which may result in additional, compounded Biases or Barriers to Equity for that individual or group.

*Islamophobia* refers to and includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level (Ontario Human Rights Commission, Policy on Preventing Discrimination Based on Creed).

*Neglect* refers to the chronic inattention or omission on the part of the parent/guardian to provide for the basic emotional and/or physical needs of the child, including food, clothing, nutrition, adequate supervision, health, hygiene, safety, medical and psychological care, and education.

*Physical abuse* refers to and includes all acts by a parent/guardian that result in physical harm to a child. Physical abuse may result from inappropriate or excessive discipline and in fact, the parent/guardian may not have intended to hurt the child. This may involve minor injury (such as a bruise), to a more serious injury, causing permanent damage or death (e.g., shaken baby syndrome).

*RBH Portal* refers to the Racism, Bias and Hate Portal, an online system which enables detailed incident reporting on racism and hate incidents involving or impacting students in schools. It also provides a record of responses to such incidents, in the form of action plans and communication strategies, while allowing for the identification of any potential lessons learned, good/best practices, future preventative measures required, and any other systemic considerations.

*Sexual Abuse* refers to when a person uses their power over a child, and involves the child in any sexual act. The power of the abuser can lie in their age, intellectual or physical development, relationship of authority over the child, and/or the child's dependency on them.

*Sexually intrusive behaviour* includes behaviour of a sexual nature that may put a child or children at risk of physical or emotional harm but is committed by a student under the age of 12. These include any behaviours for which a person might be charged under the *Criminal Code* if they were 12 years of age or older. Other sexually concerning behaviours include persistent sexually explicit talk or enactments, sex play between children of different ages or developmental levels, and the inability of a child to stop engaging in sexual behaviour.

*Sexual Misconduct* refers to a wrongdoing of a sexual nature that comprises a broad range of sexual behaviors, including any sexual act and/or act targeting an individual's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened, or attempted against an individual.

*Sex trafficking* refers to a form of sexual exploitation and is a crime under the *Criminal Code of Canada*. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. As identified within the *National Inquiry into Missing and Murdered Indigenous Women and Girls – Reclaiming Power and Place*, most individuals who are trafficked for the purpose of sexual exploitation are Indigenous women and girls, but all people may be targeted.

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

*Transphobia* refers to a range of negative attitudes, feelings or actions toward Transgender or transsexual people, or toward transsexuality. Transphobia can be emotional disgust, fear, violence, anger or discomfort felt or expressed towards people who do not conform to society's gender expectations. It is often expressed alongside homophobic views and hence is often considered an aspect of homophobia. Transphobia is a type of prejudice and discrimination similar to racism and sexism and transgender people of color are often subjected to all three forms of discrimination at once.

#### **4. RESPONSIBILITY**

The Director of Education holds primary responsibility for the implementation of this Policy.

Within the Director’s Office, the responsibility for the coordination and day-to-day management of the Policy is assigned to the Associate Director, Student Well-Being and Innovation.

#### **5. APPLICATION AND SCOPE**

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

The Policy also applies to parents/guardians, school council members, visitors, third party service providers, volunteers, permit holders, customers of the Board and other members of organizations while partaking in any activities that occur in Board premises or while engaging in Board or school related activities, either in-person or online.

Schools and school-related activities, such as extra-curricular activities, Board-sponsored sporting events and board-operated before- and after-school programs and excursions comprising the learning and working environment, fall within the scope of this Policy, as do Board offices and facilities (including eating, lounge/changing areas and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions also fall within the scope of this Policy.

#### **6. POLICY**

##### **PRINCIPLES**

- 6.1. This Policy recognizes the disproportionate impact child welfare and related institutions (e.g., children’s aid societies) has had and continues to have on Indigenous, Black and racialized students, including newcomer students, and parents/guardians and aligns itself with the following documents and Principles:

- *United Nations Declaration on the Rights of Indigenous Peoples (inclusive of First Nations, Métis and Inuit)*
- *Truth and Reconciliation Commission of Canada: Calls to Action*
- *National Inquiry into Missing and Murdered Indigenous Women and Girls –Reclaiming Power and Place*
- *The Ontario Human Rights Commission’s Report - Interrupted Childhoods: Over-Representation of Indigenous and Black Children in Ontario’s Child Welfare*
- *Confronting Anti-Black Racism – City of Toronto*
- *Katelynn’s Principle*
- *Jordan’s Principle*

- 6.2. This Policy recognizes that racial harm is a form of abuse and neglect. In alignment with the Equity Policy (P037) and through providing ongoing training, the TDSB will make every effort to improve awareness related to the impact of discriminatory behaviours (e.g., racism, anti-Black and anti-Indigenous racism, Islamophobia, Antisemitism, Homophobia / Transphobia, and the intersectionality of multiple social identities) have on students, including newcomer students, families and guardians/caregivers in child welfare. Such ongoing training will support education leaders, Trustees, and staff to change individual behaviours and practices that can cause racial harm, in order to help eliminate systemic barriers and biases effecting students, families and parent/guardians within education.
- 6.3. This Policy reaffirms the Human Rights Policy (P031), to report serious incidences of racism and hate involving students through the Racism, Bias, and Hate (RBH) Portal by a school administrator. For further reporting details on the RBH Portal, please see the Human Rights Policy (P031) and the Reporting and Responding to Racism and Hate Incidents Procedure (PR728).
- 6.4. This Policy affirms newcomer students will be provided with support and awareness of identity affirming and culturally responsive resources (e.g., school professional support staff, settlement workers and connections to culturally responsive community resources.)
- 6.5. The Board will ensure that Katelynn’s Principles and Jordan’s Principles applies to all services, policies, procedures and decision-making, which affects students at the TDSB.

## **DETECTING AND REPORTING ABUSE AND NEGLECT**

- 6.6. As per the *Child, Youth and Family Services Act, 2017* (Appendix A), EVERY person in Ontario, including a person who performs professional or official duties with respect to children must immediately report to a Children’s Aid Society (“CAS”) and Native Child and Family

Services)(“CAS”), if they suspect that abuse or neglect has occurred or if a child is at risk of abuse or neglect. The CAS must also be notified when a child, 17 years and under, is at ‘risk of’ and in need of protection with concerns of child sex trafficking.

- All TDSB employees and volunteers must remain vigilant about abuse and neglect. An employee or volunteer who receives an abuse/neglect disclosure, or suspects and/or witnesses abuse or neglect, will immediately report to a CAS in accordance with and in compliance with the *Child, Youth, and Family Services Act, 2017*.
  - All TDSB employees and volunteers must continue to remain vigilant about anti-oppression and anti-racism practices, in particular anti-Indigenous and anti-Black racism with awareness of the disproportionate impact of the child welfare system on Indigenous and Black children and families.
  - The Board is not to contact the parents or guardian(s) of the child unless advised by the CAS and/or the police.
- 6.7. The Board is not authorized to investigate regarding a suspicion or disclosure of abuse and/or neglect. It will be the responsibility of a CAS and/or police to investigate. In situations where the cause of child’s injuries, the nature of the child’s disclosure, or the behaviours observed are not clear on whether there is a duty to report, the Board will consult with CAS to clarify the situation, obtain guidance, and discuss the appropriateness of reporting.
- 6.8. Where abuse or neglect has been reported, the TDSB will co-operate fully with the investigating agency and the Protocol for Joint Investigations of Child Physical and Sexual Abuse will be followed, as applicable.
- 6.9. The dignity and legal rights to privacy of those affected by an abuse or neglect disclosure will be respected. Where appropriate, information may be legally shared with the greater school community.

## TRAINING AND AWARENESS

- 6.10. The Board will support victims of abuse and neglect through implementing protocols which:
- (a) detail the availability of culturally responsive support services (centering around identity, assets, voice) for Indigenous students and their families which incorporate the rights of the child and Indigenous Peoples under the United Nations Convention on the Rights of the Child, *United Nations Declaration on the Rights of Indigenous Peoples (inclusive of First Nations, Métis and Inuit)*, the [National Inquiry into Missing and Murdered Indigenous Women and Girls –Reclaiming Power](#)

*and Place*, and the *Truth and Reconciliation Commission of Canada: Calls to Action* for students and TDSB staff, including social workers, guidance counsellors, and health professionals;

- (b) detail the availability of culturally responsive support services (centering around identity, assets, voice) for Black students and their families which incorporate the mandates of the *TDSB Centre of Excellence for Black Student Achievement*, and recommendations from the Ontario Human Rights Commission's report - *Interrupted Childhoods: Over-Representation of Indigenous and Black Children in Ontario's Child Welfare* [National Inquiry into Missing and Murdered Indigenous Women and Girls](#) for students and TDSB staff, including social workers, guidance counsellors, and health professionals;
  - (c) implement ongoing learning on the impact of child welfare on Indigenous and Black students and families; building capacity and ongoing professional learning with internal/external supports; outline roles and responsibilities that detail the role of the Principal as the central point of contact between CAS, teachers, administration staff, social workers and Toronto Police Services;
  - (d) incorporate the rights of the child and Indigenous Peoples under the United Nations Convention on the Rights of the Child, *United Nations Declaration on the Rights of Indigenous Peoples (inclusive of First Nations, Métis and Inuit)*, the [National Inquiry into Missing and Murdered Indigenous Women and Girls – Reclaiming Power and Place](#), and the *Truth and Reconciliation Commission of Canada: Calls to Action*, with development and reference to learning resources/lesson plans geared toward the various grades and developmental levels of children.
- 6.11. The TDSB will detail the availability of identity specific/culturally responsive support services including settlements services and connections to community agencies supporting newcomer students impacted by abuse and neglect.
- 6.12. The TDSB will educate all its students about their right to live without being subjected to abuse or neglect and will take measures to encourage and support the disclosure of abuse and neglect.
- 6.13. The TDSB will establish a series of evidence-based programs in elementary and secondary schools to educate all its students, including newcomer students, about abuse and neglect.
- 6.14. The TDSB will educate all employees about their duty to maintain culturally safe learning environments that are free of child abuse and neglect.

- 6.15. The TDSB will train all employees about the duty to report abuse and neglect including:
- (a) the legal duty to report;
  - (b) special reporting obligations of teachers (e.g., Ontario College of Teachers) and other professionals;
  - (c) how to recognize the signs of child abuse and neglect;
  - (d) when, how, and to whom to report;
  - (e) how to manage the impact or effects of making a report.
- 6.16. The TDSB will provide information to volunteers about the legal duty to report abuse and neglect.

### TRUTH AND RECONCILIATION COMMISSION: CALLS TO ACTION

- 6.17. The TDSB recognizes the importance of the Truth and Reconciliation Commission: Calls to Action regarding child welfare, and in providing identity/culturally responsive supports to Indigenous students and families.
- 6.18. The Board will uphold the *UN Declaration on the Rights of Indigenous Peoples (inclusive of First Nations, Métis and Inuit)*, the [National Inquiry into Missing and Murdered Indigenous Women and Girls – Reclaiming Power and Place](#), and the *Truth and Reconciliation Commission of Canada: Calls to Action* involving cases of abuse and neglect incidents effecting Indigenous students and their families at the TDSB.
- 6.19. In accordance with the *Truth and Reconciliation Commission of Canada: Calls to Action*, related to child welfare, the TDSB will commit to:
- i. providing identity/culturally specific resources to support Indigenous Children and families appropriate environments, regardless of where they reside;
  - ii. ensuring that TDSB social workers and staff are properly educated and trained about the history and impacts of residential schools and colonialism;
  - iii. ensuring that TDSB social workers and appropriate staff are properly educated and trained about the potential for Indigenous communities and families to provide more appropriate support to family healing;
  - iv. connecting Indigenous students and families to culturally appropriate programs
  - v. ensuring that Jordan's Principle applies to all services, policies, procedures and decision-making, which affects children at the TDSB.

## CHILD WELFARE AND IMPACTS ON BLACK STUDENTS/FAMILIES

- 6.20. The Board will incorporate the mandates of the TDSB's Centre of Excellence for Black Student Achievement when providing identity/culturally responsive supports to Black students and their families dealing with abuse and neglect incidents.
- 6.21. The Board recognizes the impacts on Black students and their families as outlined within the Ontario Human Rights Commission's report - Interrupted Childhoods: Over-Representation of Indigenous and Black Children in Ontario's Child Welfare.
- 6.22. In alignment with the Ontario Human Rights Commission's report - Interrupted Childhoods: Over-Representation of Indigenous and Black Children in Ontario's Child Welfare, the TDSB recognizes the disparity and disproportionality affecting Black students within the child-welfare system and commits to:
- i. Providing identity/cultural appropriate, family centred services to support Black students and their families
  - ii. Developing and implementing anti-Black racism training for appropriate TDSB staff.
  - iii. Ensuring TDSB's practices are trauma informed;
  - iv. maintaining collaborative communication with children's aid societies, community stakeholders, equity experts, and the *TDSB Centre of Excellence for Black Student Achievement*, in order to provide services that are culturally reflexive and responsive to Black students and their families at the TDSB.

## INSTITUTIONAL ACCOUNTABILITY

- 6.23. No employee or volunteer will subject a child or student to abuse or neglect.
- 6.24. In the case of students and former students under the age of 18, any sexual relationship on the part of an employee or volunteer, in addition to being a serious breach of Board policy, is also a criminal offence of sexual exploitation and/or sexual assault.
- 6.25. No employee or volunteer working or volunteering directly with a student of any age will enter into a sexual relationship with that student while the student is enrolled in school or for a period of one year thereafter regardless of which school the student is enrolled in.
- 6.26. The Board will hold all employees accountable for the following:

- (a) Behaviour that leads to a CAS finding or criminal conviction for abuse or neglect of any child or student (whether or not the behaviour took place in the workplace)
  - (b) Behaviour that leads the Board to verify that the employee has abused or neglected any child or student (whether or not that behaviour took place in the workplace)
  - (c) Failure to complete the prescribed Board training on abuse and neglect.
  - (d) Failure to report abuse or neglect in accordance with the *Child, Youth, and Family Services Act, 2017*.
  - (e) Any other violation of this policy or related procedures.
- 6.27. If a TDSB employee is found or convicted of abusing a child or youth or if an internal investigation determines, on a balance of probabilities, that the employee abused a student, the employee will be subject to disciplinary action up to and including termination.
- 6.28. Any volunteer found to have abused or neglected a child or youth will no longer be permitted to volunteer and will be restricted from entering or accessing Board premises.
- 6.29. If the Board becomes aware that a volunteer has failed to make a report of abuse or neglect of a child, the Board reserves the right to end the person's volunteer activities.
- 6.30. A school principal may discipline a student for sexual misconduct, including sexually intrusive behaviour in accordance with the *Education Act* and related Board policies and procedures even if the student has not yet reached the age of criminal responsibility under the *Youth Criminal Justice Act*.

## 7. SPECIFIC DIRECTIVES

The Director of Education is authorized to issue operational procedures to implement this Policy.

## 8. EVALUATION

This Policy will be reviewed at a minimum every four (4) years from the effective date.

## 9. APPENDICES

- Appendix A: *Child, Youth and Family Services Act, 2017 Section 125*
- Appendix A2: *Child, Youth and Family Services Act, 2017 as amended (October 1, 2021)*

- Appendix B: Joint Investigations of Child Physical and Sexual Abuse

## 10. REFERENCE DOCUMENTS

### Policies:

- Anti-Sex Trafficking Policy (P099)
- Caring and Safe Schools Policy (P051)
- Equity Policy (P037)
- Gender-based Violence Policy (P071)
- Human Rights Policy (P031)

### Procedures:

- Dealing with Abuse and Neglect of Students Procedure (PR560)
- Sexual Misconduct by Students (PR608)
- Reporting and Responding to Racism and Hate Incidents Procedure (PR728).

### Legislation:

- *Child, Youth, and Family Services Act, 2017*
- *Child, Youth, and Family Services Act, 2017 – Part XII – Section 39 - Jordan's Principle*
- *Criminal Code of Canada*
- *Education Act*
- *Katelynn's Principal Act*
- *Protecting Students Act*
- *Youth Criminal Justice Act*

### Other Documents:

- [Child, Youth and Family Services Act: A Guide to the Complaints Provisions \(hccas.ca\)](http://hccas.ca)
- [Child, Youth and Family Services Act: A Guide to Children's and Young Persons' Rights \(hccas.ca\)](http://hccas.ca)
- [Confronting Anti-Black Racism – City of Toronto](#)
- [National Inquiry into Missing and Murdered Indigenous Women and Girls](#)
- [Ontario College of Teachers, Professional Advisory on Sexual Abuse and Professional Misconduct](#)
- [Ontario College of Teachers, Professional Advisory on Safety and Learning Environments: A Shared Responsibility](#)
- [Ontario College of Teachers, Professional Advisory on the Use of Electronic Communication and Social Media](#)
- Ontario Human Rights Commission's report - *Interrupted Childhoods: Over-Representation of Indigenous and Black Children in Ontario's Child Welfare*
- [PPM 9: Duty to Report Children in Need of Protection](#)
- [PPM 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#)

- [TDSB Centre of Excellence for Black Student Achievement](#)
- *Truth and Reconciliation Commission of Canada: Calls to Action*
- *UN Declaration on the Rights of Indigenous Peoples (inclusive of First Nations, Métis and Inuit)*