

# Toronto District School Board

**Policy P.037 CUR:**

**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.

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- (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 which 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 which promote equity in the system, for assessing their effectiveness, and for making changes where necessary.