



## **Update on Toronto District School Board's Anti-Hate and Anti-Racism Strategy**

**To:** Planning and Priorities Committee

**Date:** 1 March, 2023

**Report No.:** 03-23-4492

### **Strategic Directions**

- Truth and Reconciliation
- Create a Culture for Student and Staff Well-Being
- Transform Student Learning
- 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

### **Recommendation**

It is recommended that the report be received.

### **Context**

Please Note: The Executive Summary of this report is attached in Appendix D.

We live in a world where hate and racism exist. The TDSB is not immune to acts of discrimination. TDSB acknowledges that in order to be effective in addressing these issues, the community has to play a central part in this work. It is especially true when it comes to achieving equitable, quality education, and fostering excellence for every student.

All Canadians have the right to equal opportunity and treatment, irrespective of their identities and experiences (Statistics Canada, 2022). Despite an emphasis on social equality as public policy, many people living in Canada continue to face discrimination and are not always treated equally (Statistics Canada, 2022). Acts of hate and racism target the integral parts of a person's identity and often affect the wider community (Office for Democratic Institutions and Human Rights, 2018; Perry, 2010). In fact, in

2020, Ontarians witnessed the largest increase in the number of reported hate crimes in over a decade (Statistics Canada, 2022). Accordingly, combatting hate and racism are a focus of social concern not only at the TDSB but also in institutions across the country. The actions tied to addressing hate, racism and discrimination is an expectation informed by human rights principles as set out in the Ontario *Human Rights Code* (the *Code*).

It is crucial that the TDSB continues to take a bold stand against acts of violence and hate. TDSB understands the urgency of immediately responding to hate and racism perpetrated against students and staff on the basis of their race, religion and intersectional identities. As the TDSB works towards addressing the needs of communities, honouring their distinct voices and lived experiences, the Board remains dedicated to building equitable environments that focus on working collaboratively towards a better future for all.

TDSB recognizes that individuals hold multiple identities and that these identities help shape their experiences of discrimination. Scholars and practitioners alike have long advocated for a more contextualized approach to combating the hate and racism plaguing educational systems across the country. As such, professional learning opportunities for TDSB students, families, and staff acknowledge the complexity of how people experience discrimination, recognize that the experience of discrimination may be unique, and take into account the social and historical context of communities.

TDSB has shown a longstanding commitment to supporting educators in responding to historical and current acts of oppression and injustice as they arise in schools. Students continue to report various acts of discrimination (e.g., anti-Indigenous racism, anti-Black racism, Antisemitism, Islamophobia, anti-Asian racism, among others). Students also highlight the existence of homophobia, transphobia as well as, forms of discrimination based on physical and intellectual disabilities.

TDSB has significant learning to do to support understanding these various forms of hate and racism and this requires intersectional and systemic approaches with student success as the primary focus. How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. This entails solidarity and a deep understanding that this is everyone's responsibility.

In addition, the work within the Board to address issues of hate and racism does not only rest within the Equity, Anti-Racism and Anti-Oppression Department but is a joint effort across departments, roles and learning centres. For example, various departments at times communicate with community partners and the Board's Heritage Committees to help inform the development of resources and professional learning that

include appropriate and differentiated training for trustees, business/operations teams, centrally assigned educators, and all school-based education staff.

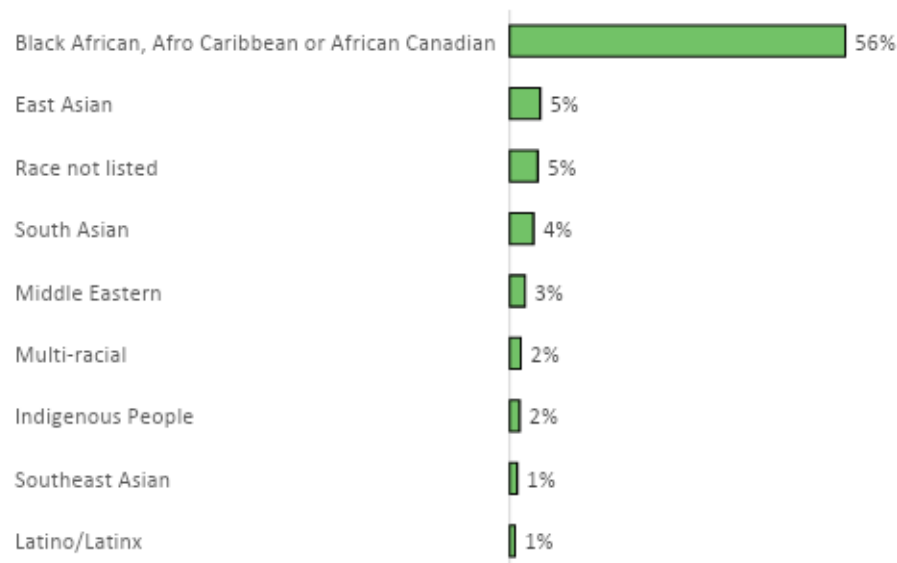
This is designed to ensure TDSB’s staff are best able to develop the skill-set needed to support the system and meet the needs of the students, families, and the communities served.

**Purpose of the Report**

This report highlights an updated framework that will showcase a more comprehensive plan that brings together the work happening within the Equity, Anti-Racism and Anti-Oppression Department and the Combatting Hate and Racism-Student Learning Strategy (Year 1).

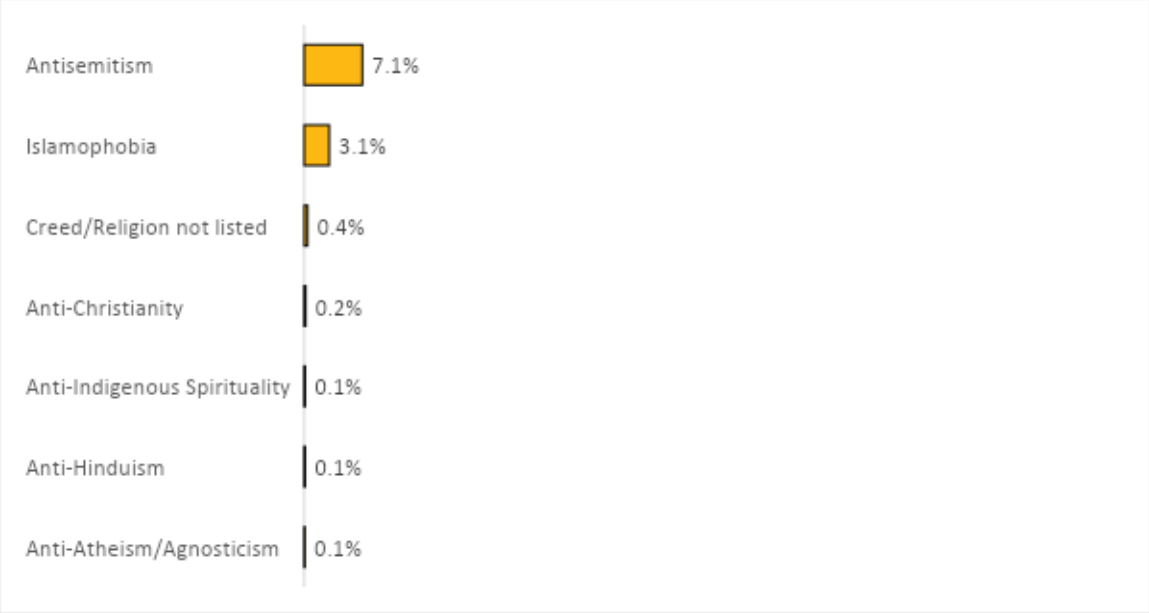
This framework is based on data from the Racism, Bias and Hate (RBH) portal that shows incidents of racism, bias, hate targeting racial groups identifying as: Black, Indigenous, East Asian, Latino/Latina/Latinx, Middle Eastern, Jewish, Southeast Asian, South Asian, multiracial and other related grounds. Further, this data underscores the adverse impact of incidents of racism, bias or hate targeting persons based on religion (e.g., Islamophobia) and Indigenous spirituality. This data matters greatly to TDSB’s ongoing actions and focus because it affects students’ experiences and achievement in schools.

**Preliminary Findings: Racism, Bias and Hate (RBH) Portal - February 2023**



**Figure 1: Incidents of Racism, Bias and Hate Targeting Racial Groups**

Data from the TDSB reported Racism, Bias, and Hate Portal shows that of the 2,248 reported incidents logged between September 1, 2021 and August 31, 2022, 56% of these incidents involved racism directed towards individuals of Black African, Afro Caribbean or African Canadian descent (see Figure 1). The next largest groups involve incidents of racism towards East Asians or other races not listed; each making up 5% of all incidents. These proportions are in line with what was found in the preliminary report.



**Figure 2: Incidents of racism, bias or hate targeting persons based on religion and Indigenous spirituality**

Overall, hate/bias directed at people for their creed/religion accounted for 10% of all reported incidents. Antisemitism was reported the most frequently at 7% followed by Islamophobia (3%) (see Figure 2). Few incidents targeted other creeds/religions, which were under 1%. These numbers also correspond with previous findings.

It is acknowledged that for a variety of reasons the data is an indicator but not a definitive picture of incidences of racism, hate or bias in schools. The majority of the incidents reported are racial slurs or epithets (written or spoken) by students.

**Actions**

In March 2022, the TDSB shared a formal plan to ensure students and staff move beyond performative responses to hate and racism. The Combatting Hate and Racism-Student Learning Strategy became part of a multi-faceted approach to better understand and address the impact of hate and racism within the TDSB. This includes professional learning and the development of resources for staff on both sides of the organization (Teaching and Learning/Business Operations).

The Equity, Anti-Racism and Anti-Oppression Department is a critical driver in ensuring the implementation of the actions within this strategy and the Multi-Year Strategic Plan (MYSP). Senior leaders are also instrumental in implementing anti-racism organizational changes. These actions aim to affirm the intersecting identities of students and staff and address issues that arise, with the goal of eliminating disproportionalities and disparities.

## **Equity, Anti-Racism and Anti-Oppression Department**

Evidence of TDSB's commitment to equity, anti-racism and anti-oppression can be found throughout the system in alignment with the Multi-Year Strategic Plan. The Multi-Year Strategic Plan Action Plans (namely the sections *Leadership Development in Equity and Anti-Oppression*, *Transforming Student Learning* and *Community Engagement*) drives the Equity, Anti-Racism and Anti-Oppression Department's work to ensure equitable and quality education for all students.

Over the past two years, professional learning, resource development, student programming and building strong partnerships with school communities have been the department's focus. A wide range of learning experiences and supports were offered to students, families, and staff that deepen cultural understandings within local and global contexts.

In 2022, relationships were also strengthened with a range of internal and external community partners. This commitment to community partnerships was bolstered by the secondment from the Centre for Israel and Jewish Affairs (CIJA) and from the National Council for Canadian Muslims (NCCM). These secondees led professional learning that centered the intersectional and multiple identities of Jewish and Muslim communities.

The department also officially launched the physical space of the Centre of Excellence for Black Student Achievement. The Centre is located within a wing of Winston Churchill Collegiate Institute. The Centre of Excellence for Black Student Achievement has been instrumental in leading the system on affirming Black students, staff and families/caregivers. Staff at the Centre are working with schools to improve the experiences and outcomes for Black students. Through the operationalization of its mandates, the Centre of Excellence for Black Student Achievement continues to collaborate with internal departments, families/caregivers, diverse Black communities and partner organizations to tackle anti-Black racism. A full update of the work of the Centre of Excellence for Black Student Achievement will be brought to the Board in May 2023.

## **Professional Learning**

The focus on staff professional learning tied to equity, anti-racism and anti-oppression expanded beyond the teaching and learning side of the organization. There was

collaboration with various departments to ensure all staff were able to notice, name, respond and address issues of hate and racism. This includes working with staff on implicit bias and understanding their role and responsibilities in regards to the Human Rights Code.

Staff professional learning leveraged technology to include asynchronous and synchronous opportunities on virtual platforms. Also, diversified options were provided that ranged from webinars to in-person workshops that were part of a 3-4 part series. Some of the sessions include:

- Equity Leadership Competencies for system leaders (Aspiring Leaders, new administrators (Principals/Vice Principals)
- Racial Literacy and Addressing Anti-Black Racism (In collaboration with Dr. Nicole West-Burns)
- Professional Learning Opportunities for TDSB Staff on Addressing Antisemitism (In collaboration with Facing History and Ourselves)
- Say Salaam – Islamophobia and Bystander Intervention (In collaboration with the National Council of Canadian Muslims)

### **Business/Operations Professional Learning**

In collaboration with the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement, and the Human Rights department, 13 three-hour professional learning modules to Executive Officers and Senior Managers were facilitated. These modules focused on *Understanding and Leading an Equitable and Inclusive Workplace Culture*. The revised Equitable Leadership Competencies document was provided to support departments in developing action plans grounded in equity, anti-racism and anti-oppression.

### **Professional Learning: Courses and Modlets**

An intentional focus on developing Additional Qualification Courses and revising Modlets (mini-course) of professional learning to address hate and racism in schools were a priority. The courses were designed based on staff feedback and engaged participants in proactive and responsive strategies to address acts of hate and racism.

- Addressing Anti-Asian Racism— Pilot course began in July 2021, courses were delivered in Spring and Summer 2021, Spring 2022 and based on participants' feedback was restructured into a 25-hour virtual learning course. Courses will be offered in Spring 2023.
- Understanding Judaism and Jewish Cultures— Pilot course was reorganized into a 25-hour virtual learning course co-facilitated by the secondee from CIJA and TDSB staff. Courses were delivered in Spring and Summer 2021, Spring 2022 and will be offered in Spring 2023.
- Understanding Islam and Muslim Cultures— Pilot course was reorganized into a 25-hour course and facilitated by the secondee from NCCM and TDSB staff.

Courses were delivered in Spring and Summer 2021, Spring 2022 and will be offered in Spring 2023.

- Addressing Anti-Black Racism in Pedagogy and Practice Additional Qualification course (Part 1, 2 and Specialist). Course accreditation will take place in Spring 2023 from Ontario College of Teachers and will be launched Spring/Summer 2023.

A more comprehensive menu of the professional learning offerings over the last two years from the department including the Centre of Excellence for Black Student Achievement can be found in Appendix A.

## **Student Programming**

Students across the district engage in a variety of programming. This programming provided opportunities for different forms of student leadership. Here are some examples of programming offered to TDSB students:

### ***Identity Loss and Formation - Lawrence Hill in Conversation with TDSB Students***

- Best-selling author Lawrence Hill joined TDSB students to talk about his inspiration, themes, and process in writing his latest book, *Beatrice and Croc Harry*.

### ***Broadcasted Learning Experiences***

- The Centre of Excellence for Black Student Achievement in partnership with the UIEC, Outdoor Education and the Art Department, offered 35 daily live-streamed student learning experiences (e.g., storytelling, dance, outdoor education, etc.). These virtual learning experiences took place over the course of three months (January - March 2022). The broadcasted learning experiences complemented the curriculum and offered K-12 students' opportunities around positive identity development, joy, belonging, and well-being. Community-based educators and TDSB staff co-facilitated these rich and relevant learning opportunities.

### ***EnVision Conference***

- Last March, more than 1,000 students and educators from across the TDSB participated in the annual [EnVision Conference](#).
- The conference honours and celebrates 2SLGBTQIAP+ communities, as well as discussed issues faced across Ontario in addressing homophobia and transphobia. EnVision is a collaboration between the [Equity, Anti-Racism and Anti-Oppression](#) Team, the [Urban Indigenous Education Centre](#), the [Centre of Excellence for Black Student Achievement](#), the TDSB GSA Network, the Social Workers formerly with Gender-Based Violence Prevention, and the [Human Rights Office](#).
- Over the course of two days, students asked questions and celebrated their gender and sexual diversity.

## Building Strong Relationships and Partnerships with School Communities

The department continues to centre community voices through our relationships with community educators, partners and Heritage Month Committees. These partnerships helped inform AQ development and a variety of student learning experiences.

- In My Mosque: Love and Belonging in Community Spaces— This session commemorated the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. In partnership with TDSB's Islamic Heritage Month Committee, M.O. Yuksel and Hatem Aly, the author and illustrator of the book, *In My Mosque*, engaged students in an interactive storytelling session focused on love and belonging in community spaces.
- Virtual Screening of *Periphery*— This virtual screening of *Periphery* explored the ethnic diversity of the Jewish community. Students engaged in a conversation with the film director Sara Yacobi-Harris, Akilah Allen-Silverstein, and Tema Smith. In partnership with TDSB's Jewish Heritage Committee, UJA Federation of Greater Toronto and No Silence on Race, students learned about the richness of Jewish identity and cultural expression.
- The Centre of Excellence for Black Student Achievement in collaboration with STEM Science & Tech and Robotics provided a learning opportunity with Chemist and CEO of Visions of Science Network for Learning, Dr. Eugenia Duodu Addy. Dr. Duodu Addy explored questions such as: how can we create spaces where youth can see themselves and dismantle the barriers that exclude them? How can we specifically support Black women and girls in STEM?

## Combating Hate and Racism: Student Learning Strategy

The Combating Hate and Racism-Student Learning Strategy is key in TDSB's aim to establish equitable and quality learning spaces for all students. This action-based strategy centres student leadership, curriculum, and classroom instruction. These actions support student learning and promote positive student-to-student interactions and school climates.

This strategy centers students in developing their ability to recognize and disrupt hate and racism through the following six key components:

- Classroom Instruction
- Student Leadership
- Tools for Response- Taking Action
- Educational Partnership for Learning
- Cyber Safety and Digital Citizenship
- Caregiver Engagement and Learning

Please find in **Appendix B** the Combating Hate and Racism poster which was distributed to schools.



The first phase of the Combatting Hate and Racism: Student Learning Strategy comprised a diverse range of opportunities for staff, as well as, experiences that were student-led and staff facilitated. Some of the actions include:

## **Classroom Instruction**

Classroom instruction encompasses 3 sections: 1. Educators who are part of a leadership collective. 2: The Urban Indigenous Education Centre Professional Learning and Direct Supports; 3. Curriculum tied to Secondary Courses.

### *Educators Leadership Collectives*

Over 80 educators across the four Learning Centres were selected to design curriculum on addressing hate and racism. They were involved in the following actions:

- **Professional Learning:** These elementary and secondary educators engaged in professional learning tied to building their understanding of bias, injustices, and discrimination. They also engaged in curriculum mapping and unit development focused on untold stories tied to issues such as decolonization, Black Joy, Addressing Anti-Black Racism, Intersectional Identities -2SLGBTQ+, etc.).
- **Capacity building:** From May to August 2022, the TDSB Combating Hate and Racism Steering Team representing Urban Indigenous Education Centre (UIEC), Centre of Excellence for Black Student Achievement, Equity and Human Rights provided a capacity building series to the participating educators.
- **Summer Institute August 2022:** 50 educators attended the Beginning Teachers Summer Institute and were engaged in the keynote from Dr. Duke Redbird and System Superintendent Tanya Senk.
- **Resource Development:** 50 educators worked in teams from July - August to develop themed lessons and units. At the Beginning Teachers' Summer Institute, this group reviewed lessons and units with support from Learning Network (LN) Superintendents and the CHR steering team.
- **Piloting Units:** The steering team reconvened in early Fall 2023 to develop a process to review units which will be available for piloting in classrooms in Spring 2023

The TDSB Teacher Leadership Collective is a second group of 92 educators who engage in professional learning and facilitate co-learning experiences to enhance students' learning experiences, particularly for Indigenous, Black, racialized, and 2SLGBTQ+ students. The TLC is a collaborative effort of the UIEC, the Equity, Anti-Racism and Anti-Oppression department, the Centre of Excellence of Black Student Achievement and Math and Literacy departments.

*Urban Indigenous Education Centre (Actions) -Professional Learning and Direct School Supports:*

## Senior Team

- Senior Team Academic Learning Sessions - Indigenous Education and School Improvement Plans - Biidaaban: Truth and Reconciliation (5-part series)
- The Path Professional Learning (Nvision) (online)

## System and School Leaders (Supervisory Officers, Principals, Vice-Principals, Teacher and other Educator Leaders)

- *Aanse: Indigenous Student Well-Being and Achievement Project (September 2022 - June 2023)*
  - Wrap around supports for supporting classroom instruction and student learning for 5 focus schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB
  - Three session Collaborative Inquiry focused on enhancing conditions for Indigenous student well-being and achievement for 24 elementary and secondary schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB
- *Biidaaban: Truth and Reconciliation Project (November, 2022 - June 2023)*
  - Leadership Inquiry - Four professional learning sessions over the course of the year across all Learning Centres to support classroom instruction and student learning in Indigenous Education
  - Between-session school improvement coaching in Leadership in Indigenous Education
- *Leadership in Indigenous Education: A Focus on School Transformation (October to December, 2022 and January - February, 2023)*
  - Three-session Collaborative Inquiry on enhancing leadership in Indigenous Education as a way to enhance classroom instruction and student learning that centres Indigenous experiences and perspectives

## Teachers/Educators

- First Nations, Métis, and Inuit Studies Professional Learning
  - NBE3 Teacher Professional Learning Series (4-parts, November, 2022 - May, 2023)
  - NAC10 and NAC20 Teacher Professional Learning Series (4-parts, November, 2022 - May, 2023)
- Indigenous-Centered Approaches to Teaching in the Early Years (3-part Course, November - December, 2022)
- *Confronting Anti-Indigenous Racism* (3-part Course, February - March, 2023)
- Indigenous STEAMMD/Paddling on Both Sides of the Canoe (4-Part Course, February - May, 2023)
- Creating Safer Spaces: Trauma Informed Practices and Cultural Safety in Schools (3-part Course, April, 2023)
- Indigenous Food Sovereignty Across Turtle Island (2-part Course, April 2023)
- Revisioning History: Indigenous Futurisms (3-part Course, April - May, 2023)
- Two-Spirit and Indigiqueer Identities (4-part Course, April - June, 2023)

## *Curriculum tied to Secondary Courses*

In Fall 2022 (Semester 1) the following secondary courses were offered and aligned with The Ontario Curriculum:

- 22 secondary schools offered IDC4U (Deconstructing Anti-Black Racism in the Canadian and North American Context) supporting 451 students.
- 14 secondary schools offered CHG381 (Genocide and Crimes against Humanity) supporting 385 students.
- 44 secondary schools offered HSE4M1 (Equity and Social Justice: From Theory to Practice) supporting 1190 students.

## **Professional Learning**

Professional Learning sessions were also offered to all secondary teachers, Assistant Curriculum Leaders and secondary Principals and Vice Principals whose schools implemented or planned to provide the aforementioned courses. The sessions consist of:

- September 13 & 14, 2022 - Plenary Overview of the Strategy and Context for Creating Conditions for Affirming Classroom Instruction. For example, breakout sessions focused on Social and World Studies and the Humanities (SWSH) and Deconstructing Anti-Black Racism
- October 13, 2022 - Equity and Human Rights Plenary
- November 15, 2022 - Equitable Evaluations and Assessments Plenary
- December 13, 2022 - Social and World Studies (SWSH) - Micro-sessions shared readily implemented teacher and student resources.
- December 15, 2022 - Trauma-Informed and Healing Approach Plenary
- February 17, 2023 - TDSB Social and World Studies and the Humanities Conference (Sessions include Deconstructing Anti-Black Racism)

## **Student Leadership and Learning**

### **Student Leadership**

The Student Equity Leadership Collective is composed of 24 students representing all 4 Learning Centres. They gather monthly to participate in workshops and collaborative leadership planning, each focusing on the varying equity issues impacting the lives of students. They work with their peers to address and tackle racism, hate and discrimination within their school environments.

From April 2022, the Student Equity Leadership Collective have participated in the following learning:

- Utilized Resource - *This Book is AntiRacist* by Tiffany Jewel
- Collaborated with Randell Adjei, Ontario's first Poet Laureate

- Attended retreat in August: Focusing on Strengthening Community & Preparing for work in 2022-23
- Deepened their understanding of issues of hate and racism: In September 2022, attended the opening celebration of *Shadows of Racism, Voices Unheard* project, a collaboration with Alpha Education, Toronto District School Board and Toronto Catholic District School Board
- Met monthly with community based artists to develop educational resources for use with students across the TDSB

The Student Equity Collective has been tasked with documenting their experiences and recommendations for addressing issues of race, racism, and hate within the education system. Students have been divided into four groups working with local artists to refine their messaging through creative art expressions. Students are linking their ideas and recommendations to various TDSB policies. Students from the Collective have also started their own podcasts. Please visit the [Combatting Hate and Racism- Student Learning Strategy](#) website.

### **Student Learning Experiences**

The TDSB provided numerous opportunities for student learning in collaboration with community educators, agencies and organizations.

The National Council of Canadian Muslims (NCCM) provided workshops which focused on practical ways to disrupt Islamophobia and to create spaces of belonging for Muslim students, staff, and families. In 2022 over 30 TDSB schools and 5000 students were engaged in NCCM learning sessions. This includes:

- Storytelling: Reclaiming our Narratives - students explored how storytelling shapes our understanding of diverse communities and more specifically, the narrative of Islam and Muslims living in Canada.

Additionally, NCCM collaborated with The Centre of Excellence for Black Student Achievement as part of ongoing work to build understanding and showcase the intersectionality found within Muslim communities. This collaboration involved deliberate support and learning that highlights the lived experiences of Black Muslim students, their families and communities and combatting Anti-Black Islamophobia within educational spaces and beyond. 10 curated workshops were offered to staff, students and families.

The Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) have supported learning around the Holocaust and human rights in schools. This year, 120 TDSB classes participated in FSWC online sessions including:

- Lessons & Legacies of the Holocaust: These workshops explored how “the Holocaust is not just a Jewish story, but a human story.”

- **Roots of Hate & Intolerance:** These sessions created awareness and promoted dialogue and positive action within schools and communities.
- On September 20, 2022, FSWC sponsored *Freedom Day*, a commemoration of the atrocities of the Holocaust and made connections to other human rights abuses across the world (e.g., The experience of Sadako Sasaki and the Hiroshima Bombing). This event live streamed from Northern SS to over 100 TDSB classes across the district with approximately, 5000 TDSB students participated.

Carrying Holocaust Testimony from Generation to Generation also provided sessions within many schools in the district. Children and grandchildren of Holocaust survivors shared their families' histories through their own voice, video footage of the survivor, photos and artifacts.

### *Parent/Caregiver /Guardian Engagement and Learning*

The Parent and Caregiver Office provided a wide range of opportunities, which consists of:

- **Parents/Caregivers as Partners Conference**
  - A 2-day **hybrid** system-wide conference featuring over 60 workshops for parents/caregivers, staff and community on the themes of Affirming, Belonging, and Connecting.
- **Raising Anti-racist Children/Talking Race School/Council Sessions**
  - Parents/Caregivers and Councils are provided with resources and tools to have conversations about race within their homes and commence critical reflections on issues of race and racism in raising anti-racist children.
- **2023-Conversation Series**
  - In collaboration with the Centre of Excellence for Black Student Achievement and Model Schools for Inner Cities (MSIC), parents/caregivers will be in dialogue with leading experts about anti-oppression, intersectionality and Colonial Africa to commemorate the International Decade for People of African Descent (February - June 2023)
- **Affinity Space Creation**
  - An Affinity Space process for parents/caregivers and School Councils is being developed.

### **Next Steps: Expansion of the TDSB's Anti-Hate and Anti-Racism Strategy**

The TDSB reaffirms its commitment to developing and implementing an Anti-Hate and Anti-Racism strategy. This strategy outlines the actions TDSB will lead to create the conditions required to eliminate disproportionate outcomes for students, centre joy and prioritise family and community relationships. The analysis of the preliminary findings in the RBH data is what drove the creation of an overarching strategy to combat hate and racism and to bring future work together.

The actions tied to the Anti-Hate and Anti-Racism strategy will be created with communities under the umbrella of the following pillars:

- Affirmation of Identities
- Student Learning Strategy
- Professional Learning
- School-Community Relationship
- Employment Equity
- School Culture and Climate



The Anti-Hate and Anti-Racism Strategy is a community led and TDSB staff facilitated initiative. The TDSB will establish a comprehensive two-year strategy and action plan.

The TDSB's plan will include:

- Specific objectives tied to actions, measurable outcomes, and timelines for meeting those objectives;
- Actions and measurable outcomes to reduce the incidences of bias, hate, racism and discrimination in classrooms, schools and work environments that affect students and staff;
- Actions and measurable outcomes tied to the Combatting Hate and Racism- Student Learning Strategy and staff job embedded learning;
- Identifying an employee or employees who would have responsibility for working to achieve the objectives laid out in the plan;
- Strategies for supporting employment equity to achieve a diverse, respected, and engaged team of TDSB employees;
- Specific strategies for engaging families/caregivers and community as contributors and partners which include internal (e.g., Heritage committees) and external (e.g., agencies, organizations, etc.);
- Building, developing understanding and planning, processes/purpose of affinity spaces in school communities;
- Continue to advance student learning through the Student Learning Strategy for Combatting Hate and Racism

Addressing hate, racism, and discrimination requires bold actions, commitment and collaboration. Strategies tied to this work necessitate partnerships within and across diverse community groups.

The TDSB is committed to ensuring a distinct plan is developed that addresses the incidents of hate and racism that continues to take place within the district. This plan will allow communities to see themselves in the actions. It also requires ongoing collaboration and support of families, communities and partner organizations.

The TDSB aims to be responsive to the voices of communities by developing tailored action plans each based on the pillars of the Anti-Hate and Anti-Racism Strategy. Each plan will be developed to distinctively honour the issue of injustice being addressed. For example:

- Anti-Indigenous Racism
- Anti-Black Racism
- Antisemitism
- Islamophobia
- Ableism
- Anti-Asian Racism
- Homophobia & Transphobia

The aforementioned list is only a small example. The important direction of this strategy is the commitment for diverse communities to have an opportunity to collaborate with the district. These collaborations will ensure specific community engagement, initiatives and educational partnerships included. Therefore, each plan developed can and will look different.

We recognize that accountability and measurable indicators are required to ensure consistency in fulfilling the actions in each plan and will be defined as the distinct plans are being developed.

It is our aim as the strategy evolves further a more detailed plan will be shared.

An update of the actions of the Anti-Hate and Anti-Racism Strategy is planned for October /November 2023.

## **Resource Implications**

Link to various resources ***Addressing Hate and Racism in Schools*** on internal Equity, Anti-Racism & Anti-Oppression website

### **External Websites:**

Combatting Hate and Racism -Student Learning Strategy

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/Student-Learning-Strategy>

Urban Indigenous Education Centre <https://www.tdsb.on.ca/Community/Indigenous-Education>

Equity, Anti-Racism and Anti-Oppression

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression>

Addressing Hate

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/Addressing-Hate>

Centre of Excellence for Black Student Achievement <https://www.tdsb.on.ca/CEBSA>

## **Articles Reference**

Office for Democratic Institutions and Human Rights (2018). Prosecuting Hate Crimes: A Practical Guide.

Perry, B. 2010. "Policing hate crime in a Multicultural society observations from Canada." International Journal of Law, Crime and Justice. Vol. 38. p. 120 to 140.

Wang, Jing Hui, and Greg Moreau (2022). Police-reported hate crime in Canada, 2020. Statistic Canada. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00005-eng.htm>

## **Funding**

Allocation to support this strategy will be determined by the budget development process.

## **Communications Considerations**

Communications will be done in collaboration with the TDSB Communications Department.

## **Board Policy and Procedure Reference(s)**

P037 Equity

P031 Human Rights

PR515 Workplace Harassment Prevention and Human Rights

PR728 Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in School



## Appendices

- Appendix A: Equity, Anti-Racism and Anti-Oppression Professional Learning Menu
- Appendix B: Combatting Hate and Racism Strategy Poster
- Appendix C: Equity Leadership Competencies Document
- Appendix D: Executive Summary - Toronto District School Board's Anti-Hate and Anti-Racism Strategy

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