

## SUPERIOR NORTH CATHOLIC district school board

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### ADMINISTRATIVE REGULATION

#### ANTIRACISM & ETHNOCULTURAL EQUITY

The Board shall:

- 1.0 Eliminate racial and ethnocultural biases in Board policies, guidelines and day-to-day practices by ensuring that these are reviewed periodically.
- 2.0 Assist Trustees, administrators and staff to develop the knowledge, skills, attitudes and behaviours needed to implement antiracism and ethnocultural equity policies in the school system through professional development and in-service training.
- 3.0 Request community groups to identify spokespersons for the purpose of establishing school-community partnerships and assessing the effectiveness of community consultation and partnership involvement.
- 4.0 Ensure that all elements in the process of curriculum review, development and implementation are consistent with antiracism and ethnocultural equity objectives.
- 5.0 Ensure that the cultural and racial identities of all students are affirmed in an equitable and appropriate way by learning experiences in the school.
- 6.0 Ensure that all students achieve literacy to their fullest potential, while respecting the sociocultural diversity and significance of other languages and by providing appropriate support programs for other language learning.
- 7.0 Ensure that assessment and placement teams, instruments, and procedures are bias-free and designed to meet the needs of the individual student, and take into account the student's previous education and personal experience.
- 8.0 Provide staff with the knowledge and skills necessary to identify harassment, and develop a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students and other individuals in the school board.
- 9.0 Ensure that the process for addressing harassment is monitored in accordance with the Ontario Government Policy on Race Relations.
- 10.0 Strive for equitable, employment policies and practices by:
  - i) Ensuring that vacancies are advertised widely, internally within the organization, as well as through outreach to designated groups.
  - ii) Ensuring that recruitment, interview, selection, training and promotion practices and procedures are bias-free.

- iii) Ensuring that given available personnel, interview teams for Board positions reflect the diversity within the community.
- 11.0 Direct teachers counselling which must be culturally sensitive, supportive and free of racial and ethnocultural bias in order to respond effectively to the needs of all students. Counsellors will help to remove discriminatory barriers and provide positive strategies to enable students to realize their full potential and meet their career goals.
- 12.0 Ensure that where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress and their plans for the future.
- 13.0 Respond to racial and ethnocultural harassment by developing or reviewing policy guidelines and a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students, and other individuals in the school board.

**ADMINISTRATIVE PRACTICE****ANTIRACISM & ETHNOCULTURAL EQUITY**

- 1.0 Within the context of a Catholic school system, the Superior North Catholic District School Board will commit to articulate clearly the Board's commitment to principles of antiracism and ethnocultural equity in all existing and new Board policies, guidelines, operations and practices.
- 1.1 The goal will be to eliminate racial and ethnocultural biases in Board policies, guidelines and day-to-day practices.
- 1.2 The staff will establish mechanisms for measuring progress towards antiracism and ethnocultural equity.

**2.0 Leadership**

The Board shall provide this leadership and support by:

- 2.1 Assisting school board trustees, administrators, and staff to develop the knowledge, skills, attitudes, and behaviours needed to implement antiracism and ethnocultural equity policies in the school system.
- 2.2 Identifying all expected outcomes for those responsible for implementation and incorporate these outcomes into the performance appraisal process, including the ongoing evaluation of teachers.
- 2.3 Ensuring that board policy directions and priorities as well as the day-to-day implementation of programs and services, are consistent with the aims of antiracism and ethnocultural equity.
- 2.4 Establishing antiracism and ethnocultural equity principles and objectives and incorporate them into annual plans and year-end reports.

**3.0 School-Community Partnership**

The Board and school personnel shall facilitate positive community relations by:

- 3.1 Identifying Aboriginal and racial and ethnocultural minority communities within the school board's jurisdiction, whether or not they are involved in school board activities.
- 3.2 Involving diverse communities in partnership activities with the school board.
- 3.3 Requesting community groups to identify their spokespersons for the purpose of establishing school- community partnerships.

3.4 Assessing the effectiveness of community consultation and partnership involvement.

4.0 **Curriculum**

The Board shall facilitate research and curriculum development by:

4.1 Developing or modifying curriculum to reflect in an equitable way a culturally and racially diverse society.

4.2 Ensuring that the cultural and racial identities of all students are affirmed in an equitable and appropriate way by learning experiences in the school.

4.3 Identifying bias and discriminatory barriers in existing curriculum structures, policies, programs, and learning materials.

4.4 Ensuring that all elements in the process of curriculum review, development, and implementation are consistent with antiracism and ethnocultural equity objectives.

4.5 Enhancing teachers' abilities to use biased materials constructively to develop students' critical thinking about racism.

4.6 Reflecting the diversity of staff, students, parents, and the community in all areas of curriculum development, implementation, and evaluation, and in the membership of curriculum committees.

5.0 **Student Languages**

The Superior North Catholic District School Board shall ensure that all students achieve literacy to their fullest potential in at least one official language, while respecting the sociocultural diversity and significance of other languages. The Board shall:

5.1 Affirm and value the students' first language.

5.2 Ensure that all students achieve literacy in at least one official language.

5.3 Provide appropriate support programs for language learning.

6.0 **Student Evaluation, Assessment & Placement**

The Board shall strive to ensure that all students enjoy opportunity with regard to support services, assessment and placement by:

6.1 Ensuring that assessment and placement teams, instruments, and procedures are bias-free and designed to meet the needs of the individual student, and take into account the student's previous education and personal experience.

- 6.2 Ensuring that placement decisions are flexible so that they do not limit student's educational and career opportunities.
- 6.3 Ensuring that parents are fully informed about assessment and placement procedures and are involved in placement decisions.

7.0 **Guidance & Counselling**

Counselling must be culturally sensitive, supportive and free of racial and ethnocultural bias in order to respond effectively to the needs of all students. Counsellors will help to remove discriminatory barriers and provide positive strategies to enable students to realize their full potential and meet their career goals.

The Superior North Catholic District School Board shall:

- 7.1 Determine what parents, students, and community groups perceive to be students' needs for guidance and counselling and whether they feel those needs are being met.
- 7.2 Determine what support counsellors perceive they require in order to serve the diverse student population.
- 7.3 Eliminate racial and ethnocultural stereotyping in educational and career planning programs.
- 7.4 Ensure support for students in the identification of career options and appropriate academic paths.
- 7.5 Create partnerships among schools, home, community, business, and industry, and to involve parents, students and the community in program review and development.
- 7.6 Ensure that, where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress and their plans for the future.

8.0 **Race & Ethnocultural Harassment**

The Board shall respond to racial and ethnocultural harassment by:

- 8.1 Developing or reviewing policy guidelines and a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students, and other individuals in the school board.
- 8.2 Providing staff with the knowledge and skills to identify harassment and to respond effectively to it.

8.3 Ensuring that boards communicate the policy guidelines to all members of the education community.

8.4 Ensuring that the process of addressing harassment is monitored.

9.0 **Employment Practices**

The Board shall strive for equitable policies and practices by:

9.1 Ensuring that vacancies are advertised widely, internally within the organization as well as through outreach to designated groups.

9.2 Ensuring that recruitment, interview, selection, training, and promotion practices and procedures are bias-free.

9.3 Ensuring that interview teams for board positions reflect the diversity within the community.

10.0 **Staff Development**

The Board shall provide professional development by:

10.1 Identifying staff development needs to ensure that those responsible for implementing the board's antiracism and ethnocultural equity policy have or develop the knowledge, skills, and behaviours to carry out the mandate.

10.2 Implementing staff development programs based on identified needs.

10.3 Enabling trustees and staff to deal confidently and effectively with issues of racism and discrimination and with incidents of racial and ethnocultural harassment.

10.4 Providing trustees and staff with the skills to identify and deal with bias in learning materials.

10.5 Involving community groups in the development and implementation of an in-service program and other staff development programs.

10.6 Ensuring that trustees and staff are aware that they are expected to broaden their expertise in antiracist and ethnocultural equity education through courses, workshops, and community consultation.

## 11.0 Race Relations Definitions

The following is a general guide for language regarding race and ethnocultural relations. It can be offered only as a general guide because terms evolve and are subject to change.

**Abuse** - Any action or portrayal of a person which could lead to a loss of dignity, safety or control. Abuse can be physical, psychological, sexual and/or verbal.

**Affirmative Action** - A term referring to the facilitation of access for minorities and other designated groups by providing additional employment and educational opportunities. The concept assumes "equality at the starting gate". A set of explicit actions or programs designed to increase access to and participation in all strata of educational and employment opportunities for and by individuals of groups previously excluded from full participation.

**Anti-racist Education** - The effort to counter forms of racism in the education process. Anti-racist education seeks to identify and change institutional policies and procedures and individual behaviours and practices that may foster racism.

**Bias** - An opinion, preference, prejudice or inclination formed without reasonable justification which then, influences an individual's or a group's ability to evaluate a particular situation objectively or accurately.

**Culture** - A way of life of a group who share certain historical experiences, knowledge, symbols, language, beliefs, law, customs and other behaviour patterns.

**Discrimination** - The denial of equal treatment, civil liberties and opportunity to individuals or groups with respect to education, accommodation, health care, employment and access to services, goods and facilities. Discrimination may occur on the basis of race, nationality, gender, age, religious, political or ethnic affiliation, marital or family status, physical, developmental or mental handicap.

**Employment Equity** - A Canadian term which describes a results oriented process directed to improving employment opportunities for racial minorities and other designated groups through desegregating jobs, equalizing wages, applying numerical goals and timetables, instituting accommodation short of undue hardship and special measures.

**Equal Opportunity** - Providing access to education, employment or services by removing barriers related to race, ethnicity, culture, gender or disability. The concept assumes "equality at the starting gate".

**Ethnic** - An ethnic group is a community based upon the ascribed status of a diffuse ancestry that is maintained by a shared culture, language or religion; a human group bound together by ties of culture homogeneity, with a prevailing loyalty and adherence to certain basic institutions such as family pattern, religion and language.

**Ethnicity** - The ancestral routes of individuals. In Canada, ethnicity refers to the original homeland of individuals and/or ancestors prior to immigration to Canada. People who share a common ethnicity may have identifiable physical or cultural characteristics and a common language.

**Ethnocultural** - Every Canadian belongs to some ethnic group and shares some cultural heritage particular to people of a certain national, religious, and/or language background. There are a wide variety of ethnocultural groups amongst people of Africa, Asian, European and indigenous North, Central and South American backgrounds in Canada. Some Canadians may experience discrimination because of ethnocultural background (ethnicity, religion, nationality, language, etc.) others because of race, and others because of both race and ethnocultural background.

**Harassment** - Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome and is based on one or more of the prohibited grounds of discrimination: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offenses, marital status, family status or handicap (Ontario Human Rights Code, 1981). Any inappropriate remark, behaviour, picture or printed material regarding a prohibited ground that creates an uncomfortable work environment. Harassment is generally of a persistent nature, but may include a single severe incident.

**Intentional Discrimination** - (or Overt Discrimination) Refers to the deliberate granting or denying of employment rights or services to certain groups or individuals. Such practices stem from prejudices, stereotypes and ill-will.

**Intolerance** - Unwillingness to endure and/or lack of respect for the beliefs and practices of an individual or group by another individual or group. Conversely, tolerance may encompass willingness to endure and/or respect the beliefs and practices of others. Racial intolerance refers to the unwillingness to permit equal opportunity and full societal participation by members of other racial groups; religious intolerance is the unwillingness to endure those of other religious beliefs. Racial and religious tolerance may imply reluctant acceptance of others or may suggest respect for other races and religions.

**Minority Groups** - Any group which, because of race or ethnicity occupies a subordinate position with respect to numbers, power or privileges.

**Multicultural Education** - A broad term which may refer to a philosophy integrated within the education system or to a set of structured learning activities and curricula designed to create and enhance understanding of and respect for cultural diversity. The term often connotes inclusion of racial, ethnic, religious, linguistic, national, international, and political diversity and is also inclusive of the culture, heritage, history, beliefs and values of people within a society.

**Multiculturalism** - The existence within one society or nation of two or more non-homogeneous, but equally recognized, ethnic, racial, cultural, linguistic or religious groups. Commonly used to refer to the fact that different ethnic and cultural groups are free to maintain part of their culture while residing in Canada.

**Prejudice** - Hostile, irrational beliefs, feelings, opinions and actions directed toward particular individuals or groups on the basis of stereotypical generalizations about group characteristics.

**Race** - A concept utilized to classify humankind according to common ancestry or descent, and reliant upon differentiation by general physical characteristics such as colour of skin and eyes, hair type, stature and facial features. An arbitrary classification of human beings based largely on colour of skin but also on other distinguishing physical characteristics.

**Race Relations** - The quality and pattern of interactions between diverse racial groups within one society or nation. The term may also refer to explicit policies and programs devised to promote harmonious inter-racial and cross-cultural communication or integration.

**Racial Discrimination** - Any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin that has the purpose of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

**Racism** - A set of implicit or explicit beliefs, assumption and actions based upon an ideology of inherent superiority of one racial or ethnic group over another and evident within organization or institutional structures and programs as well as within individual thought or behaviour patterns. Racist slurs are insulting and disparaging statements directed towards a particular racial or ethnic group. Racist incidents express racist assumptions and beliefs through banter, racist jokes, name-calling, teasing, discourteous treatment, graffiti stereotyping, threats, vicious insults, physical violence and genocide.

The term racist refers to an individual, institution or organization whose beliefs, actions, or program simplify or state that certain races have distinctive negative or inferior characteristics determined by hereditary factors. Racist behaviour is aggressive, abusive or dangerous acts directed towards racial or ethnic minorities. An uncritical acceptance of negative stereotypes of a group identified by physical features such as race or skin colour. May be overtly acted upon or not.

**Reverse Discrimination** - A term used to refer to the perceived exclusion of some majority group individuals from positions, as a result of employment equity programs.

**Stereotype** - A false or generalized conception of a group of people that results in an unconscious or conscious categorization of each member of that group. Stereotypes may be based upon misconceptions or false generalizations about race, age, ethnic, linguistic, geographical or natural groups; religion, social, marital or family status; physical, developmental or mental attributes; gender. A tendency to over-generalize about individuals based on preconceived or insufficient knowledge; may be positive, but are often negative.

**Systematic Discrimination** - Established rules and regulations systemically reflect and produce differential treatment of various groups in society. Individuals applying these rules can be completely unaware of the discriminatory effect.

**Visible Minority** - A term which has been used to refer to people who are visibly different from members of the majority culture. The terms racial minority and people of colour are also used.