



**ANTIRACISM AND ETHNOCULTURAL EQUITY POLICY**

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## MISSION STATEMENT

The Mission statement expresses the unique purpose for which we exist and the specific function we perform. It's what we look at the first thing in the morning to keep our minds on our tasks. It is our "reason for doing business". It reflects what all our clients should expect from us.

**The Mission of the Simcoe County District School Board, serving diverse, growing urban and rural communities in the Huronia and Georgian Bay region, is to ensure students reach their full potential to become responsible and contributing members of an ever-changing global society through quality programs which develop the skills of life-long learning in a safe, caring environment enhanced by community support.**



**RATIONALE**

*Everyone has the right to education...Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. Parents have a prior right to choose the kind of education that shall be given their children. Article 26 of the United Nations Universal Declaration of Human Rights*

*Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. Canadian Charter of Rights and Freedoms, 1982, 15, 1*

*...it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province.*

**Human Rights Code, Ontario, R.S.O 1990, c.H. 19**

The policy statements included in this document reflect the philosophy and ideals of the Simcoe County District School Board's Mission Statement.

The purpose of this document is to outline the policy statements and guidelines which will provide the Simcoe County District School Board with direction in addressing its actions with respect to Aboriginal, racial and ethnocultural relations and to suggest methods of developing and promoting harmony amongst employees and students within the community.

Within an educational jurisdiction, students, parents/guardians and employees have a right to expect that they may work and learn in an environment free of any expressions of racial or ethnic bias. As a school system we have a responsibility to provide opportunities for young people to develop attitudes and values which will ensure that our schools are free from discrimination.



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The Simcoe County District School Board shall not tolerate systemic discrimination, and shall proactively demonstrate its commitment to these principles with policy statements and guidelines relating to board policies, guidelines and practices, leadership, school-community partnerships, curriculum, student languages, student evaluation, assessment and placement, guidance and counselling, racial and ethnocultural harassment, employment practices and staff development.

**POLICY**

It is the policy of the Simcoe County District School Board:

to ensure that all policies, procedures, guidelines and practices actively promote the principles of antiracism and ethnocultural equity.

trustees, the Director of Education, superintendents, principals, managers and all others in leadership positions to foster an environment of respect for the racial and ethnocultural plurality of Canadian society; and to provide informed leadership in the implementation of the antiracist and ethnocultural equity policy.

to establish an environment in which all students and adults are accepted, respected and valued with no differentiation according to Aboriginal origin, race, creed or ethnocultural background. The Board shall develop school programs and activities and foster community relations which provide opportunities for students and employees to share experiences and acquire positive attitudes towards issues of race, creed and ethnoculture. Further, the Board shall encourage each school to extend its influence into the community so that it is perceived as an institution that recognizes and respects the dignity and worth of all individuals.

4. to ensure that antiracism education be reflected in subject areas and school practices. The careful examination and selection of curriculum and learning materials shall promote the eradication of racism and promote racial harmony and the appreciation of cultural diversity.

5. to provide all students, including those with a first language other than English or French, with the opportunity to acquire competence in one of Canada's official languages. As well, students who have a first language other than English and French should be seen as needing to add to their linguistic repertoire rather than be perceived as deficient in language or linguistically deprived.

6. to provide assessment, placement and programming procedures that meet the educational needs of students of Aboriginal people and of all races, creeds and ethnocultural backgrounds.

7. to provide support within its available resources to ensure that the principles of antiracism and ethnocultural equity are reflected in guidance and counselling practices.



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8. to condemn, refuse to accept and eliminate all negative expressions and incidents of discrimination based on Aboriginal origins, race, creed and ethnoculture in any form among students, employees or trustees.
9. to continue to ensure that employment practices do not discriminate directly, indirectly or systemically. The Board is committed to equitable employment practices which are an integral part of antiracism and ethnocultural equity. The Board reaffirms its commitment to equal opportunities for all employees by eliminating discriminatory employment practices that may occur on any of the grounds prohibited by the Human Rights Code, RSO 1990, c.H.19.
10. to provide administrative support within the available resources, to ensure the successful implementation of the Antiracism and Ethnocultural Equity Policy; to examine the question of bias and discrimination; and to promote race, creed and ethnocultural harmony among students and all employees.

### **GENERAL GUIDELINES**

Each policy statement has been developed in further detail to assist the Simcoe County District School Board with its actions to pro-actively demonstrate its commitment to eliminate systemic discrimination in all aspects of the organization.

### **BOARD POLICIES, GUIDELINES AND PRACTICES**

1. **Rationale**  
The Simcoe County District School Board is committed to the inclusion of the principles of antiracism and ethnocultural equity within all aspects of its organizational structure, including its mission statement, policies, procedures, guidelines, programs, practices and operations.
2. **Policy**  
It is the policy of the Board to ensure that all policies, procedures, guidelines and practices actively promote the principles of anti-racism and ethnocultural equity.
3. **Guidelines**
  - 3.1 Barriers to equity in policies, procedures, guidelines and practices shall be identified and addressed.
  - 3.2 Racial and ethnocultural biases in policies, procedures, guidelines and practices shall be eliminated.
  - 3.3 Mechanisms for measuring progress towards antiracism and ethnocultural equity shall be established.
  - 3.4 Clear guidelines for the review of board policies, procedures, guidelines and practices as related to antiracial and ethnocultural issues shall be established.
  - 3.5 Representatives of Aboriginal, racial and ethnocultural minority groups shall be invited to participate in the development and review of policies, procedures, guidelines and practices.



## LEADERSHIP

### 1. Rationale

The Simcoe County District School Board recognizes that the leadership that trustees, the Director of Education, superintendents, principals, managers and others in leadership positions provide to support antiracism and ethnocultural equity initiatives must contribute to the development of an informed and committed group of employees who will respond to and eliminate individual and systemic bias within the education system.

### 2. Policy

It is the policy of the Simcoe County District School Board that trustees, the Director of Education, superintendents, principals, managers and others in leadership positions shall foster an environment of respect for the racial and ethnocultural plurality of Canadian society and shall provide informed leadership in the implementation of the antiracist and ethnocultural equity policy.

### 3. Guidelines

School board trustees, the Director of Education, superintendents, principals, managers and others in leadership positions shall:

- 3.1 take an active role in the implementation of this policy;
- 3.2 ensure that this policy is communicated and presented throughout the system and community;
- 3.3 ensure that all policies, procedures, guidelines and practices are consistent with this policy;
- 3.4 ensure that all candidates for employment and promotion know that it is board practice to adhere to antiracism and ethnocultural equity in all areas of the educational system in accordance with provincial legislation;
- 3.5 provide support to employees in the identification of systemic inequities and barriers;
- 3.6 share the leadership with parents, racial and ethnocultural groups and other groups and organizations who assist the educational system in the preparation of students to live in a racially and culturally diverse society.
- 3.7 provide the opportunity for training courses in anti-racism and ethnocultural equity to all employees;
- 3.8 include mechanisms in the board's leadership selection process and promotion policy that recognize the importance of implementing the antiracism and ethnocultural equity policy;



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- 3.9 include criteria in the performance appraisal process to assess the effectiveness of those persons responsible for implementing this policy;
- 3.10 incorporate principles and objectives of antiracism and ethnocultural equity into the annual plans and year-end reports of the Director of Education, superintendents, principals and managers and all others in leadership positions.

### **SCHOOL-COMMUNITY PARTNERSHIPS**

#### **1. Rationale**

A major goal of school programs, activities and community relations is to remove barriers to social interaction and academic achievement within the school system. Educational opportunities for Aboriginal people, ethnocultural and racial minorities are designed to equalize educational opportunities for all students.

#### **2. Policy**

It is the policy of the Board to establish an environment in which all students and adults are accepted, respected and valued with no differentiation according to Aboriginal origin, race, creed or ethnocultural background. The Board shall develop school programs and activities and foster community relations which provide opportunities for students and employees to share experiences and acquire positive attitudes towards issues of race, creed and ethnoculture. Further, the Board shall encourage each school to extend its influence into the community so that it is perceived as an institution that recognizes and respects the dignity and worth of all individuals.

#### **3. Guidelines**

- 1.1 The Board shall support its schools, within the available resources, in the development of programs to eliminate racism and ethnocultural bias. These programs shall reflect mutuality, interdependence, shared identity and respect for every individual.
- 3.2 The Board shall encourage each school to establish a Race Relations Committee comprised of representatives of the school community, employees and students.
- 3.3 The Board shall support and encourage student participation in activities and conferences relating to aboriginal, ethnocultural and antiracism issues organized at the school, board, community or provincial levels.
- 3.4 The Board shall make every effort to ensure that any groups using its facilities do not use them for the purpose of presenting statements and/or materials which are biased and contrary to the Ontario Human Rights Code and other laws of Ontario and Canada.



**CURRICULUM**

1. **Rationale**

The Simcoe County District School Board celebrates the diversity of our multiracial society and recognizes and respects the importance of all peoples.

The Board is committed to providing curriculum and learning materials which will enable its students to develop an understanding and acceptance of the complexities of our Aboriginal peoples and of the many races, creeds and cultures represented in our schools and communities.

2. **Policy**

It is the policy of the Board to ensure that antiracism education be reflected in subject areas and school practices. The careful examination and selection of curriculum and learning materials shall promote the eradication of racism, and promote racial harmony and the appreciation of cultural diversity.

3. **Guidelines**

3.1 The following principles provide a framework for developing curriculum and using learning materials including those not approved in Circular 14 from the Ministry of Education and Training.

3.2 These basic principles are applied by making every effort within the available resources, to ensure that curriculum and learning materials used in classrooms:

3.2.1 reflect the presence, influence and contributions of Aboriginal peoples, and peoples of various races, creeds and cultural groups in society;

3.2.2 regard the diversity of Aboriginal peoples, races, creeds and cultures as part of Canada's identity;

3.2.3 present, without bias, and with respect, the customs, lifestyles and traditions of Aboriginal peoples, and peoples of various races, creeds and cultures;

3.2.4 present languages not only as a means of communication but as an expression of culture and identity;

3.2.5 evolve from a curriculum development and review process which includes consultation with representatives of Aboriginal peoples and peoples of various races, creeds and cultures;

3.2.6 enable students to develop positive attitudes, behaviours and responsibilities within Canada composed of Aboriginal peoples and peoples of many races, creeds and cultures;

3.2.7 enable students to develop the inspiration to be their own person in a Canada of Aboriginal peoples and peoples of many races, creeds and cultures;

3.2.8 examine learning materials so that issues about bias, prejudice and discrimination are raised and discussion promoted at an appropriate age in order to develop increased sensitivity within students;

3.2.9 promote attitudes that respect the spiritual expressions of all peoples.



### STUDENT LANGUAGES

1. **Rationale**

The Simcoe County District School Board recognizes that competence in one of the two official languages of Canadian society is essential if an individual is to function effectively and be on an equal footing with other members of the society.

2. **Policy**

It is the policy of the Simcoe County District School Board to provide all students, including those with a first language other than English or French, with the opportunity to acquire competence in one of Canada's official languages. As well, students who have a first language other than English or French should be seen as needing to add to their linguistic repertoire rather than be perceived as deficient in language or linguistically deprived.

3. **Guidelines**

The Simcoe County District School Board encourages and supports the following principles:

- 3.1 Students must perceive that their first language is valued by the school.
- 1.1 Students wishing to maintain or enhance their linguistic skills in the language of their heritage are encouraged to do so.
- 3.3 Curriculum programs and activities respect and affirm students' first languages and promote multilingualism.
- 3.4 Heritage language and Native language programs are provided in keeping with Ministry of Education and Training policy.
- 3.5 English as a Second Language (ESL) and/or English Skills Development (ESD) programs are in place where the need exists.
- 3.6 Consideration is given to the linguistic challenges faced by ESL students in using regular curriculum materials and in the regular classroom assessment and evaluation.
- 3.7 An in-school language policy consistent with both the principles of antiracist and ethnocultural equity education and the general principles of language learning and teaching, guides teachers, and supports and protects students.
- 3.8 International and national student educational exchanges are considered to be an important extension of the school program in promoting an understanding of many cultures and the use of many languages.

### STUDENT EVALUATION, ASSESSMENT AND PLACEMENT

1. **Rationale**

Assessment, placement and programming procedures (informal and formal) are a critical part of the school environment. These procedures shall consider the strengths of children of Aboriginal communities and of every race, creed and ethnocultural background.



Programs shall be developed that are sensitive to the issues faced by students of the Aboriginal communities and of various races, creeds and ethnocultural backgrounds.

**2. Policy**

It is the policy of the Board to provide assessment, placement and programming procedures that meet the educational needs of students of Aboriginal peoples and of all races, creeds and ethnocultural backgrounds.

**3. Guidelines**

- 3.1** Where an assessment of a student who may require English as a Second Language program assistance is to be undertaken, the assessment shall, where possible, be carried out by an English as a Second Language teacher who speaks the language of the child, or who works in co-operation with a person who speaks the language of the child.
- 3.2** The principal of the school shall make every effort to ensure that students with linguistic and cultural differences are not placed inappropriately in special education programs.
- 3.3** Personnel involved in assessment shall be provided with opportunities to become familiar with varying cultural diversities and learning styles and to examine their own experiences and assumptions about these matters so that the interpretations of test results are as free as possible from bias.
- 3.4** The superintendent responsible for special education shall make every effort to ensure that appropriate assessment, placement and programming practices are established so that testing and assessment procedures evaluate the skills in question accurately and as freely as possible from racial or cultural bias.
- 3.5** The Board shall make every effort to provide parents/guardians with an explanation, in a language which they can understand, of all information, and documents relevant to initial registration, assessment, placement and programming for their children and of their right to appeal decisions taken.
- 3.6** Principals shall ensure that special education and other programs provide for the involvement of all students in learning processes that enable peer interaction within a co-operative environment.

**GUIDANCE AND COUNSELLING**

**1. Rationale**

The Simcoe County District School Board recognizes the role of the school as a facilitator of positive race, creed and ethnocultural relations within its community. The Board is committed to ensuring that students who belong to Aboriginal, racial and ethnocultural minorities can achieve their full potential. The Board recognizes the critical role of guidance and counselling in assessment, placement, adjustment, and educational planning and career orientation.



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2. **Policy**

It is the policy of the Board to provide support within its available resources to ensure that the principles of antiracism and ethnocultural equity are reflected in guidance and counselling practices.

3. **Guidelines**

- 3.1 All teachers are encouraged to acquire the ongoing education and training necessary to understand, appreciate and accept the unique cultures of Aboriginal, racial and ethnocultural minority students and their families.
- 3.2 The guidance programs shall recognize without bias, and with respect, the customs, lifestyles and traditions of all races, creeds and cultures.
- 3.3 The guidance programs shall make every effort to advise students and families of Aboriginal, racial and ethnocultural minority groups of the critical information relating to decisions for personal, educational and career planning.
- 3.4 The guidance programs shall draw upon the expertise of community members to facilitate educational and career planning of Aboriginal, racial and ethnocultural minority students.

**RACIAL AND ETHNOCULTURAL HARASSMENT**

1. **Rationale**

The Simcoe County District School Board recognizes the need to promote the concept of unity in diversity throughout its sphere of influence and authority. This shall be done in an environment in which no child or adult shall be treated differently because of his or her Aboriginal origin, race, creed or ethnocultural background. Where racial and/or ethnocultural incidents do occur, they shall be addressed.

2. **Policy**

It is the policy of the Simcoe County District School Board to condemn, refuse to accept and eliminate all negative expressions and incidents of discrimination based on Aboriginal origins, race, creed, or ethnoculture in any form among students, employees or trustees.

3. **Guidelines**

- 3.1 Employees in each school and workplace shall encourage the cultural plurality of our everchanging society.
- 3.2 Employees in each school and workplace shall endeavour to provide a working and learning environment free of discrimination in any form.
- 1.1 All managers, supervisors, administrators and others in positions of added responsibility shall make it clear to employees and/or students that incidents involving racially and ethnoculturally derogatory behaviour are not acceptable and are contrary to the Ontario Human Rights Code and the board's harassment policies and Mission Statement.



- 3.4 Any employee witnessing a racial or ethnocultural incident shall intervene immediately and inform those involved of the board's policy. In all cases of intervention the incident shall be used as an opportunity for a learning experience. Discretion does not extend to refusing to investigate reports of an incident or to ignoring an incident.
- 3.5 Responses to racial and/or ethnocultural incidents shall be in accordance with the board's Workplace Harassment and/or Student Harassment Administrative Procedures Memorandums.
- 3.6 Principals shall communicate annually to parents/guardians, the school Student Behaviour Code and the schools' procedures for addressing racial and ethnocultural incidents.

### **EMPLOYMENT PRACTICES**

#### **1. Rationale**

The Simcoe County District School Board is dedicated to promoting understanding and harmony among employees, students and the community and to providing leadership through the encouragement and development of role models. The Board recognizes and acknowledges the inherent rights, dignities and fundamental freedom of individuals. The workforce in the Board should reflect and be capable of understanding and responding to the experiences of a racially and culturally diverse population.

#### **2. Policy**

It is the policy of the Board to continue to ensure that employment practices do not discriminate directly, indirectly or systemically. The Board is committed to equitable employment practices which are an integral part of antiracism and ethnocultural equity. The Board reaffirms its commitment to equal opportunities for all employees by eliminating discriminatory employment practices that may occur on any of the grounds prohibited by the Human Rights Code, RSO 1990, c.H.19.

#### **3. Guidelines**

The following statements reflect the guidelines of the board's Employment Equity Policy, 3120.

- 3.1 The Board shall ensure for every employee a working environment that is free from discriminatory practices and harassment.
- 3.2 The Director of Education shall be responsible to the Board for the development and implementation of employment equity programs, including specifically:
  - 3.2.1 the regular review and evaluation of employee recruitment, selection, transfer and promotion procedures and practices in order to ensure that selection criteria provide equal employment opportunities for all employees.
  - 3.2.2 the publication and distribution of the provisions of this policy to all employees.



- 3.2.3** the provision of training programs for administrators, managers and supervisors to ensure effective application of the provisions of this policy and human rights legislation.
- 3.3** In order to successfully create an environment in which each employee will have an equal opportunity to work, to develop and to advance, all administrators, managers and supervisors shall be guided by the provisions of this policy when making decisions which affect employment.
- 3.4** All employees of the Board who make decisions relative to the employment status or working conditions of other employees are responsible to the Director of Education for ensuring that their decisions, practices or activities do not result in direct, indirect or systemic discrimination.
- 3.5** Members of the Board who make decisions relative to the employment status or working conditions of employees shall ensure that those decisions do not result in either direct, indirect or systemic discrimination.
- 3.6** The Board shall continue to establish annually an Employment Equity Committee, composed of representatives of each employee group, administration and trustees. In addition to providing a forum for the sharing of information and for discussion of employment equity concerns and issues, the Employment Equity Committee shall serve as an advisory body to the Director of Education.
- 3.7** The Board shall continue to provide for the selection of an employment equity representative at each school or other board facility, who shall act as liaison between employees at that location and the Employment Equity Officer.
- 3.8** The Board shall endeavour to ensure the use of inclusionary language in all meetings, documents, reports and correspondence.
- 3.9** The Board shall continue to follow the Ministry of Education and Training employment equity directives.

### **STAFF DEVELOPMENT**

**1. Rationale**

The Simcoe County District School Board recognizes the role of the school as a facilitator of positive Aboriginal, race, creed and ethnocultural relations within its community.

The Simcoe County District School Board is committed to providing an educational environment for each student and a working environment for each employee, which are free from discrimination and actively foster respect for the plurality of races, creeds and ethnocultures in our society.



2. **Policy**

It is the policy of the Board to provide administrative support within the available resources, to ensure the successful implementation of the Antiracism and Ethnocultural Equity Policy; to examine the question of bias and discrimination and to promote race, creed and ethnocultural harmony among students and all employees.

3. **Guidelines**

**3.1** The Simcoe County District School Board shall ensure that employees and trustees develop an awareness and understanding of the board's Antiracism and Ethnocultural Equity Policy. The Board shall endeavour to ensure that individuals who work within its jurisdiction and who are not its employees have a sensitivity for the issues raised in the policy.

**3.2** The Director of Education shall be responsible to the Board for the creation, implementation, evaluation and review of staff development programs within the available resources, including specifically:

**3.2.1** staff development programs that inform senior administration and all employees of the Board of their legal, professional and moral responsibilities with respect to the Antiracism and Ethnocultural Equity Policy;

**3.2.2** co-operation with federations, unions, associations and representatives of various Aboriginal peoples, races, creeds and cultures as a part of on-going in-service programs;

**3.2.3** encouragement for employees to participate in committees, workshops and conferences relating to Aboriginal, ethnocultural and antiracism issues.



**DEFINITIONS**

**APPENDIX A**

1. **Antiracism**

A process which acknowledges the existence of systemic racism and, through policies and practices, seeks actively to identify, challenge and reduce systemic racism in all its various forms wherever they exist.

2. **Antiracism Education**

A concept designed to combat racism in whatever form it manifests itself in the education process, with a focus on identifying and changing institutional policies and procedures and individual behaviours and practices which have a discriminatory impact or the potential for racism.

3. **Antiracism Organizational Change**

A vision and goals in which corporate values, systems, experiences and behaviours of individuals are deliberately changed to achieve access, equity and full participation for employees and customers/clients. This involves a process of identifying, challenging and reducing systemic barriers and individual acts of racism.

4. **Assessment**

A process that incorporates a variety of strategies for collecting data about student performance. The data may include incidental and directed observation, the use of standardized tests administered under structured conditions and anecdotal reports.

5. **Barrier**

An obstacle. In the context of employment equity, the term refers to hidden, invisible and/or visible obstacles to equity in employment or promotion opportunities. In the context of antiracism, the concept is extended to include systemic barriers to services and other service delivery issues.

6. **Bias**

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

7. **Culture**

The totality of ideas, beliefs, values, activities and knowledge of a group of individuals who share historical, geographical, religious, racial, linguistic, ethnic or social traditions and who transmit, reinforce and modify traditions.

8. **Discrimination**

The manifestation of prejudice. The term refers to the blatant and/or systemic denial of equal treatment, civil liberties and opportunity to individuals or groups. There may be discrimination in education, accommodation, health care, employment, and access to services, goods and facilities. Discrimination may occur on the basis of: race, nationality, ethnicity, gender, age, religious or political affiliation, marital or family status, physical, developmental or mental disability, sexual orientation. Discrimination becomes more blatant when two or more factors (economic status, class and/or racial visibility, for example) coincide.



9. **Educational Equity**

Positive action to ensure equitable treatment for all members of the school community. Educational equity will meet special needs in order to achieve maximum potential for racial and ethnocultural minorities and other disadvantaged groups.

10. **Employment Equity**

A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups. Employment equity programs usually involve setting goals and timetables - objectives set to increase the representation of designated groups in the workplace.

11. **Ethnic**

An adjective used to describe groups which share a common language, race, religion, or national group. Everyone belongs to an ethnic group. The term is often confused with racial 'minority'.

12. **Ethnocultural**

Affiliation of people based on shared characteristics of culture, language, religion, ethnicity, and/or nationality.

13. **Harassment**

Persistent, ongoing communication (in any form) of negative attitudes, beliefs or actions towards an individual or group, with the intention of disparaging a person or group. Forms of harassment include: name-calling, jokes or slurs, graffiti, insults, threats, discourteous treatment, and written or physical abuse. Harassment may be either subtle or blunt.

14. **Inclusive Language**

The deliberate selection of vocabulary that avoids both the inadvertent or implicit exclusion of particular groups.

15. **Multiculturalism**

The existence, within one society or nation, of two or more non-homogeneous but equally recognized, ethnic, racial, cultural, linguistic or religious groups.

16. **Prejudice**

A state of mind, a set of attitudes held by one person or group about another person or group, which casts the other in an inferior light despite the absence of legitimate or sufficient evidence.



17. **Race**

A socially defined group which sees itself and/or is seen by others as being different from other groups in its common descent or external features such as skin colour, hair texture or facial characteristics.

According to the Human Rights Commission, the term "race" may be interpreted to include all race-related grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship and creed.

18. **Race Relations**

The continuum of interaction, in a multiracial context, between people who are racially different. Both in its theoretical and practical usages, the term implies harmonious relations between and among racial groups, i.e. races getting along with each other. Two key components are crucial for positive race relations - the elimination of racial intolerance arising from prejudicial attitudes, and the removal of racial disadvantage arising from the systemic nature of racism.

19. **Racial Incident**

The expression of racial assumptions and beliefs. Racial incidents may involve banter, jokes, name-calling, harassment, teasing, discourteous treatment, graffiti, stereotyping, threats, insults and/or physical violence. Passive behaviour such as intentional exclusion also constitutes a racial incident.

20. **Racism**

A system in which one group of people exercises abusive power over others on the basis of skin colour and racial heritage; a set of implicit or explicit beliefs, erroneous assumptions and actions based upon an ideology of inherent superiority of one racial or ethnic group over another. Racism is manifested within organizational and institutional structures.

21. **School Community**

The administration and teachers currently employed at a school, the students currently enrolled at the school, the parents/guardians of the students and diverse groups within the community.

22. **Stereotype**

A false or generalized conception of a group of people which results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based upon misconceptions and false generalizations about race, age, ethnic, linguistic, religious, geographical or national groups; social, marital or family status; physical, developmental or mental attributes; or gender.

23. **Systemic Discrimination**

The institutionalization of discrimination through policies and practices which have become historically entrenched in systems (systemic), resulting in barriers to equality of opportunity for members of minority groups.



LEGAL SOURCES

APPENDIX B

- A. **The Education Act R.S.O: 1990** provides that the principal is responsible for the supervision of instruction and for determining the validity of any activity, including visits of individuals or groups. Ontario Regulation 298/90 S.11(3) states in part:

*...the principal of a school shall,*

*(a) supervise the instruction in the school and advise and assist any teacher...*

The Education Act R.S.O: 1990 S.265 states in part:

*It is the duty of a principal of a school...*

*(m) ...to refuse to admit to the school or classroom a person whose presence...would in the principal's judgement be detrimental to the physical or mental well-being of the pupils;*

- B. **The Criminal Code** prohibits the incitement or promotion of hatred. Section 281.2[1] and [2] states:

1. Everyone who, by communicating statements in any public place, incites hatred against any identifiable group where such incitement is likely to lead to a breach of the peace is guilty of:
  - (a) an indictable offence and is liable to imprisonment for two years; or
  - (b) an offence punishable on summary conviction.
2. Everyone who, by communicating statements, other than in private conversation, wilfully promotes hatred against any identifiable group is guilty of:
  - (a) an indictable offence and is liable to imprisonment for two years; or
  - (b) an offence punishable on summary conviction.

Section 281.1 (4) defines "identifiable group" as:

*"any section of the public distinguished by colour, race, religion or ethnic origin,"*

- C. **The Human Rights Code** (R.S.O. 1990, c.H. 19) provides for freedom from discrimination and states, in part:

1. *Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap. 1981, c.53, s.1; 1986, c.64, s.18(1).*



5. (1) *Every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or handicap. 1981, c.53, s.4(1); 1986, c.64, s.18(5).*
- (2) *Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status or handicap. 1981, c.53, s.4(2).*
8. *Every person has a right to claim and enforce his or her rights under this Act, to institute and participate in proceedings under this Act and to refuse to infringe a right of another person under this Act, without reprisal or threat of reprisal for so doing. 1981, c.53, s.7.*

**The Human Rights Code** prohibits certain activities and states, in part:

13. (1) *A right under Part I is infringed by a person who publishes or displays before the public or causes the publication or display before the public of any notice, sign, symbol, emblem, or other similar representation that indicates the intention of the person to infringe a right under Part I or that is intended by the person to incite the infringement of a right under Part I.*

**D. The Trespass to Property Act** (R.S.O. 1990) gives school boards control over entry to and use of their premises. The Act provides, in part, for the following:

- *an authorized official can direct unwanted persons to leave and give them notice that their entry on school premises is prohibited;*
- *failure to leave immediately after being directed to do so is an offence under the Act;*
- *future entry by a person who has been given notice that his/her entry is prohibited is another offence;*
- *an offender whose identify is known can be charged after he/she has left the premises;*
- *where an offender has just left the premises, a police officer can arrest that offender if the person fails to properly identify himself/herself for the purpose of being charged; and*
- *the police officer does not have to have seen the trespass, but may act on reasonable and probable grounds on the statement of a school official.*

and provides penalties for the contravention of provisions of the Act:

15. *Every person who contravenes any of the provisions of this Act...is guilty of an offence and on summary conviction is liable:*
  - (a) *if an individual, to a fine of not more than \$1000...*



RESOURCES

APPENDIX C

The Simcoe County District School Board:

- Employment Equity Policy 3120, 1991
- Workplace Harassment Procedures 1989; (currently under review)
- Student Harassment Administrative Procedures Memorandum. (Draft)

Canadian Charter of Rights and Freedom 1982,

United Nations Universal Declaration of Human Rights,  
Article 26

Antiracism and Ethnocultural Equity policies from:

- The City of North York Board of Education
- The Wellington County Board of Education
- The West Parry Sound Board of Education
- The Waterloo County Board of Education
- The Scarborough Board of Education
- The Waterloo Region Roman Catholic Separate School Board
- The Windsor Board of Education

Ontario Antiracism Secretariat Ministry of Citizenship resource documents:

- Combating Hate
- On Antiracism and the Ontario Antiracism Secretariat 1993
- A Guide to Key Antiracism Terms and Concepts.

The Simcoe County District School Board  
Developing Positive School Learning Environments, Final Report  
Midhurst, Ontario, 1991

The Simcoe County District School Board  
The Evaluation of Principals/Supervision for Growth Document  
Midhurst, Ontario, 1990

Government of Ontario  
The Education Act R.S.O. 1990

Human Rights Code R.S.O. 1990, c.H. 19



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The Employment Equity Act, 1993

Government of Ontario  
Statutory Powers and Procedures Act R.S.O. 1990  
Statutes of Ontario, Chapter 484, 1971

Ministry of the Attorney General Ontario  
Property Protection and Outdoor Opportunities: A Guide to the Occupiers' Liability Act and Trespass to Property Act RSO 1990  
Toronto, Ontario, 1980

Ministry of Education, Ontario  
The Development of a Policy on Race and Ethnocultural Equity  
Provincial Advisory Committee on Race Relations  
September, 1987

Ministry of Education, Ontario  
Ontario Schools Intermediate and Senior Divisions - Grades 7 - 12/OAC - Program and Diploma Requirements 1984

We the Teachers of Ontario - A Handbook of Information from the Ontario Teachers' Federation,  
Toronto, 1980

Ministry of Education  
Discipline Intermediate and Senior Divisions - Resource Guide 1986

Ministry of Education  
Personal and Societal Values - A Resource Guide for The Primary and Junior Division 1983

Ministry of Education  
Behaviour Resource Guide 1986

Ministry of Education  
Race, Religion and Culture In Ontario School Materials 1980

Ministry of Education and Training, Ontario  
Antiracism and Ethnocultural Equity in School Boards, Guidelines for Policy Development and Implementation 1993

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