

1. Purpose

To provide clear guidance for the elimination of racism in the school system, and to enforce and encourage the importance of ethnocultural equity and inclusion in all education programs, Board operations, and within the school community.

The CDSBEO is committed to promoting racial harmony and eliminating systemic discrimination and barriers to equitable education. In response to promoting the Catholic Gospel values which are the foundation of our education system, the Board recognizes the importance of the values of respect, dignity and fairness, regardless of race or ethnicity. Through the identification of antiracism and ethnocultural equity practices the Board will maintain a learning environment in which racial, ethnic and cultural differences are recognized and respected.

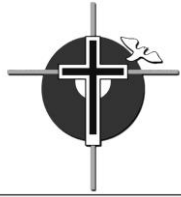
2. Procedure

a) Board Policies, Guidelines and Practices

- i. The Board will develop and maintain policies, guidelines and practices which both eliminate and avert discriminatory barriers in the workplace and the learning environment.
- ii. In accordance with the Ontario Human Rights Code, all practices and procedures for recruitment, interviewing, selection, training and promotions will be bias-free and equitable.
- iii. Any person within the Board who demonstrates actions which are racially or culturally discriminatory are in violation of the standards of behaviour outlined in procedure *B2:1 Code of Conduct – Standards of Behaviour*, which is based on the Education Act and the Provincial Code of Conduct found in PPM 128.
- iv. Students in violation of bullying or using threatening language which is racially or culturally motivated are subject to the terms outlined in procedures *B2:2 Code of Conduct – Bullying Prevention and Intervention*, and/or *B2:7 Code of Conduct – Intimidation and Threats*.

b) Leadership

- i. The Board will provide leadership for antiracist education by assisting Trustees, administrators and staff with the development of knowledge, skills, attitudes, and behaviours necessary to implement antiracism and ethnocultural equity practices, and to be conscious of issues of cultural inclusion and acceptance.
- ii. The Board will ensure that policy directions and priorities, as well as day to day implementation of programs and services, are consistent with the aims of antiracism and ethnocultural equity.



c) School-Community Partnerships

- i. Schools are encouraged to acknowledge and celebrate Canadian cultural traditions as part of building a positive and inclusive school community while fostering cultural understanding.
- ii. Schools are encouraged to incorporate educational practices focused on identifying and challenging stereotypes, bias and discrimination in the school.
- iii. School administrators will promote involvement in activities for Aboriginal and ethnocultural groups from within the school system.

d) Curriculum

- i. Resources used in the development and implementation of curriculum will be reviewed on an ongoing basis by staff to ensure that they are free from all forms of bias.
- ii. Staff involved in the purchase of new curriculum material will be cognizant of the racial, ethnic and cultural sensitivity of the material.
- iii. Curriculum development will incorporate and reflect Canada's culturally and racially diverse society in an accurate way.
- iv. Administrators will ensure that multiculturalism, antiracism, and ethnocultural equity is a fundamental part of every student's educational experience through school programs and extracurricular activities.

e) Student Languages

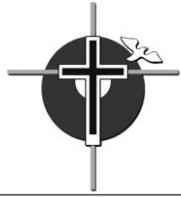
- i. All students shall receive appropriate and necessary support to achieve literacy in one of the official languages.

f) Student Evaluation, Assessment and Placement

- i. The Board will use a multifaceted approach to student assessment and evaluation which will maximize student learning potential and eliminate ethnocultural biases and stereotyping.
- ii. Staff will be trained on the implementation of appropriate assessment methods to ensure accurate programming.
- iii. Consultation with parents, including those of Aboriginal and ethnocultural students, will be an integral part of the assessment process.
- iv. Consideration of a student's prior learning and cultural and linguistic experiences will be included when evaluating a student.

g) Student Guidance and Counselling

- i. Guidance and counselling services will be culturally sensitive, supportive, and true to the Gospel values which guide our Catholic education system.



- ii. All students will be provided with equal access to guidance and counselling opportunities.
- h) Racial and Ethnocultural Harassment**
- i. The Board will not tolerate any incidence of harassment based on race, ethnicity, culture, language, citizenship, dress, ancestry, or religion by its students, staff or trustees and shall take an active role in the elimination of these manifestations. Procedures for incidents of harassment are detailed in section *E1:3 Human Resources - Harassment and Discrimination*.
 - ii. Racial or ethnic harassment could include, but is not limited to:
 - Remarks, references, jokes or stories about a person's racial or ethnic background, colour, place of origin, citizenship, ancestry or religion which are known or ought to be known to be unwelcome
 - The display of racist, derogatory or offensive pictures or materials
 - Denial of promotion, benefit or opportunity on racial or ethnic grounds
 - Actions that suggest or imply the inherent superiority of a particular race, religion or ethnic group
 - iii. Any staff member who becomes aware of, or is witness to, racial and/or ethnocultural harassment will intervene sensitively and inform his or her immediate supervisor, who will then initiate appropriate disciplinary actions as outlined in Board procedures.
- i) Employment Practices**
- i. The Board's recruitment, selection, training and promotion practices and procedures shall be free of bias and equitable.
 - ii. The Board will seek to hire staff who are sensitive to the values of our diverse ethnocultural society.
- j) Staff Development**
- i. Staff are encouraged to promote educational practices that focus on identifying and challenging stereotyping, bias and discrimination.
 - ii. The Board will provide opportunities, programs and services for all employees to develop knowledge, sensitivity and skill in areas related to aboriginal, antiracism and ethnocultural issues.