



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

POLICY – 200

Anti-Racism

Area: Governance

Source: Superintendent of Education, Equity and Inclusive Education

Approved:

Revised:

1. Introduction

The Durham Catholic District School Board (DCDSB) recognizes that an equitable, inclusive education system will always be fundamental to achieving its mission and evolving core priorities. The Board recognizes that any form of overt or covert racism and discrimination is incompatible with Catholic values and is in violation of the Ontario Human Rights Code (the Code).

The Board recognizes the presence of biases, barriers, and power dynamics that have historically excluded Black and racialized students and staff. It is important to acknowledge the legacy of colonialism and the role of white supremacy in systemically embedding racism, and allowing practices and approaches rooted in dominant culture to reinforce the prioritization of privileged voices, concerns, potentials and achievements over others. The Board seeks to create spaces and career advancement opportunities where Black and racialized students and staff are seen, heard and respected as fully contributing members of the DCDSB community.

In accordance with Catholic values and Catholic Social Teachings, the Board upholds the dignity of all persons, emphasizes shared rights and responsibilities to protect and uphold the vulnerable, and calls on the collective stewardship of the community and the common good. The Board is committed to identifying and eliminating discriminatory practices, systemic barriers and biases from our schools, classrooms and workspaces to support existing and potential members of the DCDSB community to succeed. This is congruent with the protection afforded in the Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms.

2. Definitions

Acceptance – an affirmation and recognition of people whose race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, gender identity and expression, marital status, family status, abilities, or other, similar characteristics or attributes are different from one's own. Acceptance goes beyond tolerance; in that it implies a positive and welcoming attitude.

Anti-Black Racism – prejudice, attitudes, beliefs, stereotyping and/ or discrimination that is directed at people of African descent and is rooted in the historical enslavement of Black people and the colonization of their cultures, languages, knowledges, art, music, identities and bodies, lands and experience of enslavement and colonization. This form of Racism socializes people to be anti-Black and is embedded in spaces and systems including, but not limited to, institutions, spiritualities, social spaces, services, science and technology, health care, media, education, media sports and the arts. It socializes people to be inherently anti-Black. (Dr. Akua Benjamin)

Barrier – anything that prevents a person from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic and technological barriers, as well as policies and practices.

Bias – a predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.

Colonialism – a practice of domination, which involves the subjugation of one people to another. Settler colonialism – such as in the case of Canada – is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.

Discrimination – treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, disability, age, marital status (including same-sex partners), family status, receipt of public assistance (in housing accommodation only), and record of offences (in employment only).

Diversity – the presence of a wide range of human qualities and attributes within an individual, group or organization. Diversity includes such factors as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background and expertise.

Equity – fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

Harassment – engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are

known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome.

Inclusive Education – education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Intersectionality – the overlapping, in the context of an individual or group, of two or more prohibited grounds of Discrimination under the Ontario Human Rights Code, or other factors, which may result in additional, compounded biases or barriers to equity for that individual or group.

Micro-aggressions – indirect or subtle statements, actions, or incidents regarded as acts of aggression or discrimination against members of a marginalized group such as a member of a racial or ethnic group.

Ontario Human Rights Code (“the Code”) – a provincial law that gives everyone equal rights and opportunities, without Discrimination, in specific areas such as education, jobs, housing, and services. The goal of The Code is to address and prevent discrimination and harassment.

Racism – a belief that one group is superior or inferior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don’t even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions.

Reparation – the making of amends for a wrong one has done through meaningful and appropriate redress and remedy to the wronged group or individual.

Restorative Practice – a way of thinking and being that cultivates community, supporting well-being and achievement. Restorative Practices foster the conditions that promote a positive sense of self, spirit and belonging. Restorative Practices provide a framework to maintain community when challenges and conflicts arise and to restore community when needed.

White Supremacy – the ideology that white people and their ideas, thoughts, beliefs, and actions are superior to that of People of Colour. The structural power of White supremacy culture defends and legitimizes language, actions, feelings, opinions and practices that are often devalued, discouraged or penalized when done or held by non-White persons.

Whole-School Approach – engages all key learning areas, all grades, and the wider community. Students and adults in the school and the wider community develop awareness and understanding of the factors that contribute to safe, inclusive, caring, and accepting school climates. All aspects of school life are considered, such as curriculum, school climate, teaching practices, policies and procedures.

3. Purpose

The purpose of this policy is to:

- support the aims of the guiding principles and goals set out in Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, and Ontario’s Education Equity Action Plan Strategy (the Strategy) including:
 - the shared and committed leadership by all members of the school community to eliminate racism and discrimination at all levels and in all facets of the Board community and school system;
 - equity and inclusive education practices to support positive learning and workforce environments that are respectful and welcoming to all; and
 - accountability and transparency with ongoing progress demonstrated and communicated to the Ministry of Education and the community.

4. Application / Scope

This Policy applies to all members of the DCDSB community including students, parents/guardians, all board staff, trustees and community members. The requirements of this policy and attendant administrative procedures apply to all Board practices, policies, procedures and other forms of information. The policy provides a framework designed to meet the needs of all, with a particular focus on removing exclusionary practices and promoting acceptance and advocacy for under-represented, under-engaged and marginalized individuals in the system.

5. Principles

- 5.1 The Board believes that every person shall be entitled to a respectful, positive and Christ-centered learning and working environment, free from all forms of racism, discrimination and harassment.
- 5.2 The guiding principles of this policy shall be consistent with the Catholic Social Teachings and shall be incorporated into all aspects of Board policies, programs, procedures, and practices to ensure an equitable and inclusive learning, faith and working environment for all.
- 5.3 The Board supports the establishment and maintenance of relationships with all members of our diverse partner community so that the perspectives and experiences of all students, families and employees are recognized and their needs are met.
- 5.4 The Board supports the implementation of culturally responsive and relevant pedagogy that is inclusive of all members of our school community, so that all students and staff may reach their learning potential.

- 5.5 The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate racism, discriminatory biases and systemic barriers under the Code.
- 5.6 The Board is committed to assessing and monitoring its progress in implementing this policy and will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the Strategy.
- 5.7 The Board is committed to periodic assessment of the diversity of its workforce and community of learners through qualitative and quantitative methods.
- 5.8 The Board is committed to the establishment of administrative procedures in accordance with the Anti-Racism policy in which students and staff will be able to illuminate and seek redress for incidents of racism, discrimination and exclusion.

6. Requirements

- 6.1 Through cyclical policy reviews, the Board will embed the principles of equity and inclusive education in all other policies, programs, guidelines, and practices, so that a commitment to routing out all forms and manifestations of racism is entrenched as an integral part of the operations of the Board and permeates everything that happens in all schools and Board spaces.
- 6.2 The Board will make every effort to identify and confront racist behaviours, address micro-aggressions and discriminatory practices, and eliminate systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions.
- 6.3 In accordance with the principles of the Ministry's Ontario Leadership Strategy, the Board and school leaders will promote the development of collaborative environments in which participants share a commitment to anti-racist, equitable and reparative and inclusive principles and practices. This collaborative approach includes and supports the active engagement of staff, students, parents/guardians, parish priests, federations and unions, colleges and universities, professional associations, service organizations, and other community partners.
- 6.4 The Board and all schools will regularly review the structures of existing committees and partnerships to help ensure that they reflect a commitment to the elimination of all forms of racism and promotion of equity, belonging and inclusivity.
- 6.5 The Board will seek opportunities to expand upon its outreach efforts in order to foster new partnerships with underserved and underrepresented groups, including and intentionally engage diverse students, parents/guardians, staff, community members, and various organizations, including business groups (e.g., business education councils).

- 6.6 The Board and all schools are committed to reviewing curriculum resources, assessment and engagement strategies that reflect the diverse needs of all students and employees, and the supports they need to thrive in an inclusive and healthy environment. The Board and school will support and promote a Christ-centred whole-school approach that is reflective of Catholic values in support of student, staff and community well-being and achievement.
- 6.7 The Board takes incidents of racism and discrimination very seriously. Claims and incidents of racism and/or discrimination will be handled with thoughtful reflection, thorough investigation, sensitivity, confidentiality and empathy. The principles of equity and inclusive education will be applied in progressive discipline, restorative practice and reparation.
- 6.8 The Board will put procedures in place that will enable students and staff to report occurrences of racism, discrimination and harassment safely, and that will enable the Board to respond in a timely manner.
- 6.9 The Board will monitor the implementation of this Policy through various data sources (e.g., school climate surveys, focus groups, and student success indicators) to help identify inappropriate behaviours, barriers, or issues that should be addressed.
- 6.10 The Board will ensure that professional learning activities in equity and diversity with a particular focus on intersectionality, racism and anti-Black racism are ongoing, evidence-based, and focused on positive outcomes.
- 6.11 The Director of Education or designate, shall issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

7. Sources

- 7.1 Ontario Human Rights Code
- 7.2 PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
- 7.3 Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2014
- 7.4 Ontario's Education Equity Action Plan, 2017
- 7.5 Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
- 7.6 Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013
- 7.7 Ontario's Anti-Black Racism Strategy
- 7.8 *Anti-Racism Act*, 2017
- 7.9 Dismantling Racism Works (Adapted by Centre for Community Organizations)
- 7.10 Catechism of the Catholic Church

8. Related Policies and Administrative Procedures

- 8.1 Equity & Inclusive Education Policy (PO216)
- 8.2 Equity & Inclusive Education Administrative Procedure (AP216-1)
- 8.3 Religious Accommodations Administrative Procedure (AP216-2)
- 8.4 Student Groups Administrative Procedure (AP216-3)
- 8.5 Public Delegations Policy (PO219)
- 8.6 Workplace Harassment and Workplace Sexual Harassment Policy (PO320)
- 8.7 Workplace Harassment and Workplace Sexual Harassment Administrative Procedure (AP320-1)
- 8.8 Staffing Policy (PO328)
- 8.9 Teacher Recruitment and Hiring Administrative Procedure (AP328-2)
- 8.10 Public and Stakeholder Consultation Policy (PO426)
- 8.11 Code of Conduct Policy (610)
- 8.12 Code of Conduct Administrative Procedure (AP610-1)
- 8.13 Bullying Prevention & Intervention Policy (PO612)
- 8.14 Bullying Prevention & Intervention Administrative Procedure (AP612-1)
- 8.15 Inclusion Policy (PO804)
- 8.16 Anti-Racism Administrative Procedures (TBD)
- 8.17 Responding to Student Incidents of Racism and Discrimination (TBD)