



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

ADMINISTRATIVE PROCEDURE – 200-1

Responding to Student Incidents of Racism and Discrimination

Area: Governance
Policy Reference: Anti-Racism (PO200)
Approved: December 14, 2022
Revised:

1. Purpose

The Durham Catholic District School Board (DCDSB) recognizes that all people are created equal, in the image and likeness of God with inherent dignity and inalienable rights. 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 purpose of this administrative procedure is to provide clear guidelines for students, staff, school administrators, parents/guardians/caregivers and community members to report incidents of racism and discrimination, involving students, safely and ensure a timely and appropriate response.

2. Definitions

Anti-Racism (*OHRC Policy and Guidelines on Racism and Racial Discrimination*) – an action-oriented approach to identifying and countering the production and reproduction of all forms of racism. It addresses the issues of racism and the interlocking systems of social oppression. Anti-racism implies a goal of producing an understanding of what racism is and how it can be challenged.

Barrier (*Ontario Human Rights Commission*) – 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 (*Ontario Human Rights Commission*) – a predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.

Colonialism (*Data Standards for the Identification and Monitoring of Systemic Racism*) – the historical practice of European expansion into territories already inhabited by Indigenous peoples for the purposes of acquiring new lands and resources. This expansion is rooted in the violent suppression of Indigenous peoples’ governance, legal, social and cultural structures. Colonialism attempts to force Indigenous peoples to accept and integrate into institutions that are designed to force them to conform with the structures of a colonial state.

Discrimination (*Ontario Human Rights Commission*) – 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, citizenship, family status, disability, sex or other personal characteristics.

Diversity (*Ontario Human Rights Commission*) – 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 (*Ontario Human Rights Commission*) – 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 (*Ontario Human Rights Commission*) – 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.

Ontario Human Rights Code (“the Code”) (*Equity and Inclusive Education in Ontario Schools*) – 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 (*OHRC Policy and Guidelines on Racism and Racial Discrimination*) – any distinction, conduct or action, whether intentional or not, but based on a person’s race, which has the effect of imposing burdens on an individual or group, not imposed upon others which withholds or limits access to benefits available to other members of society.

Whole-School Approach (*adapted from Model Bullying Prevention and Intervention Plan and PPM145 – Progressive Discipline*) – 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. Procedures

3.1 All staff shall:

- 3.1.1 use the Framework and Resource Document – Responding to Student Incidents Involving Racism and Discrimination as a guide to address incidents of racism and discrimination involving students;
- 3.1.2 acknowledge the power and privilege of their role and recognize that it is critical to respond in culturally responsive ways;
- 3.1.3 consider bias and barriers to equity, including personal perceptions and assumptions being made (e.g., assuming guilt before investigating due to past incidents, determining a consequence prior to investigation, etc.);
- 3.1.4 reference all relevant DCDSB policies and procedures in handling incidents of racism and discrimination, including:
 - Equity and Inclusive Education (PO216, AP216-1, AP216-2)
 - Bullying Prevention and Intervention (PO612, AP612-1)
 - Student Code of Conduct (PO610, AP610-1)
- 3.1.5 create equitable, safe, respectful, and inclusive spaces for all members of the school community (e.g., students, parents/guardians/caregivers, staff, parish, etc.);
- 3.1.6 intervene to stop a discriminatory act and acknowledge that what was said or done is not acceptable in our Catholic school communities;
- 3.1.7 make every effort to ensure that the dignity of all involved is prioritized, especially those who identify as part of a historically under-served and/or marginalized group;
- 3.1.8 focus on the issue that is brought forward, and be mindful that students may communicate in ways that may be perceived to be angry, frustrated, sad, fearful, or otherwise emotionally charged, as they may be experiencing racial or other discrimination related trauma and be triggered by the incident; and
- 3.1.9 report incidents of racism and discrimination involving students to the Principal/Vice Principal.

3.2 Principals and Vice Principals shall:

- 3.2.1 take all allegations of racism and/or discrimination seriously;
- 3.2.2 document all incidents of racism and discrimination, steps taken to respond/investigate, and the resulting resolution;

- 3.2.3 where appropriate, ensure that when responding to an incident, students have timely access to a caring adult that they have identified, in order to provide a safe space for disclosure that may be perceived as high risk;
- 3.2.4 where appropriate, consult with their Family of Schools Superintendent and other appropriate staff with respect to investigations and appropriate course of action connected to incidents of racism and discrimination;
- 3.2.5 investigate all incidents of racism and discrimination in a timely manner, using board protocols for guidance, including the following:
- Framework and Resource Document – Responding to Student Incidents Involving Racism and Discrimination; and
 - Safe Schools: Conducting Student Misconduct Investigations
- 3.2.6 prioritize restoring relationships through honest and open dialogue, providing supports and engaging students in necessary learning about racism and discrimination;
- 3.2.7 ensure ongoing communication with the concerned parents/guardians/caregivers and students throughout the investigation process; and
- 3.2.8 continue to check-in and monitor the situation with all students involved.
- 3.3 Students are encouraged to:
- 3.3.1 report any incidents of racism and discrimination directly to the appropriate staff member (e.g., Educator, Vice Principal, Principal). Alternatively, reports can be submitted through the Report It (<https://dcdsb.ca/reportit>) button, and/or the Human Rights and Equity Advisor contact information found on the [Human Rights webpage](#);
- 3.3.2 share details of the incident with a trusted staff member and/or administrator conducting the investigation; and
- 3.3.3 participate in a facilitated restorative process where appropriate.
- 3.4 Parents/Guardians/Caregivers are encouraged to:
- 3.4.1 report any incidents of racism and discrimination directly to the appropriate staff member (e.g., Educator, Vice Principal, Principal). Alternatively, reports can be submitted through the Report It (<https://dcdsb.ca/reportit>) button, and/or the Human Rights and Equity Advisor contact information found on the [Human Rights webpage](#);
- 3.4.2 communicate with the appropriate staff member(s) regarding the details of the incident with respect to their child(ren);

- 3.4.3 share details of the incident with a trusted staff member and/or administrator conducting the investigation with respect to their child(ren); and
 - 3.4.4 support their child(ren) in participating in the school investigation, resolution and follow up action.
- 3.5 Escalation Process
- 3.5.1 Parents/guardians/caregivers/students who are unsatisfied with the handling of incidents/situations at the school level should contact the Family of Schools Superintendent.

4. Sources

- 4.1 Anti-Racism Act, 2017
- 4.2 PPM119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- 4.3 PPM144 – Bullying Prevention and Intervention Policy
- 4.4 PPM145 – Progressive Discipline and Promoting Positive Student Behaviour Policy
- 4.5 Teaching Human Rights in Ontario - A Guide for Ontario Schools

5. Appendices

- 5.1 Framework and Resource Document – Responding to Student Incidents of Racism and Discrimination (Revised July 2021)
- 5.2 Safe Schools: Conducting Student Misconduct Investigations (Revised September 2021)

6. Related Policies and Administrative Procedures

- 6.1 Anti-Racism Policy (PO200)
- 6.2 Equity and Inclusive Education Policy (PO216)
- 6.3 Equity and Inclusive Education Administrative Procedure (AP216-1)
- 6.4 Code of Conduct Policy (PO610)
- 6.5 Code of Conduct Administrative Procedure (AP610-1)
- 6.6 Bullying Prevention and Intervention Policy (PO612)
- 6.7 Bullying Prevention and Intervention Administrative Procedure (AP612-1)