



**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: May 9, 2022

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#### **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 acknowledges the legacy of colonialism and biases rooted in privileged dominant culture which create barriers that continue to negatively impact racialized persons. Different racialized groups experience systemic racism in different ways such as anti-Indigenous racism, anti-Black racism, anti-Asian racism, Islamophobia and antisemitism. Ontario's Anti-Racism Act, 2017 states: "Systemic racism is often caused by policies, practices and procedures that appear neutral but have the effect of disadvantaging racialized groups."

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 for the common good. The Board is committed to identifying and eliminating discriminatory practices, systemic barriers and biases from our schools, and seeks to create spaces where all racialized persons are seen, heard, respected and supported to succeed as fully contributing members of the DCDSB community. 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

**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. "Colonialism remains an ongoing process, shaping both the structure and the quality of the relationship between settlers and Indigenous peoples." (TRC Final Report, 2016 What We Have Learned: Principles of Truth and Reconciliation).

**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. 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 identifying and removing exclusionary practices and promoting acceptance and well-being 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 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 students, staff and school community members 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 identify and seek redress for incidents of racism, discrimination and exclusion.

## **6. Requirements**

- 6.1 Through cyclical policy reviews, the Board will work to address and remove any forms and manifestations of racism from all policies.
- 6.2 The Board will make every effort to identify and confront racist behaviours, micro-aggressions and discriminatory practices, and identify 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 to 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 ensure procedures are in place that 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 with respect to anti-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 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 Catechism of the Catholic Church
- 7.10 Policy and Guidelines on Racism and Racial Discrimination (Ontario Human Rights Commission)

## **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)