

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

ANTIRACISM AND ETHNOCULTURAL EQUITY

**AG 14.0
NPS 95-99**

POLICY:

IT SHALL BE THE POLICY OF THE NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD to provide learning opportunities that enable students, staff and trustees to acquire knowledge, skills, values and attitudes that will lead to the elimination of racial, cultural and ethnic discrimination. This Antiracism and Ethnocultural Equity policy will serve to enrich the Catholic school community by helping students, staff and trustees cope with the demands of a rapidly changing community, recognizing the uniqueness and potential of all human persons and living the gospel message.

INTRODUCTION:

Antiracism and ethnocultural equity principles are inherent in all aspects of our Catholic faith. Pope John Paul II, in his allocution to the United Nations in 1984, stated that:

Creation in God's own image confers upon every human person an eminent dignity; it also postulates the fundamental equality of all human beings ... hence every form of discrimination based on race ... is absolutely unacceptable.

Discrimination, racism and feelings of alienation have no place in the Catholic community. The Catholic school community has traditionally been home to waves of newcomers from many countries around the world. As Christians we have a responsibility to help raise the consciousness of the whole community so that indignities to the human person end.

The NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD is committed to antiracist and ethnocultural equity education (AR-EE). It is committed to providing and maintaining a learning environment in which racial, ethnic, cultural and religious differences are recognized and the dignity and rights of individuals are respected.

This policy concentrates on the following ten major areas of focus as mandated by the Ministry of Education and Training in Antiracism and Ethnocultural Equity in School Boards, Guidelines for Policy Development and Implementation, 1993:

1. Board Policies, Guidelines and Practices
2. Leadership
3. School-Community Partnership
4. Curriculum
5. Student Languages
6. Student Evaluation, Assessment and Placement
7. Guidance and Counselling
8. Racial and Ethnocultural Harassment
9. Employment Practices
10. Staff Development

Replaces former Section E28

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

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The following mission statements which were developed for the ten focus areas indicate the Board's commitment:

1. Principles of antiracism and ethnocultural equity will permeate all aspects of the Board's operations, organizations, structures, policies, guidelines and practices.
2. The principles of AR-EE as identified in this policy shall be supported through informed leadership at the Board and administration levels, and through a commitment by all staff.
3. The perspectives, needs and aspirations of diverse racial, aboriginal and ethnocultural groups shall be included and addressed through effective school-community partnerships.
4. The Board will provide a curriculum based on the teachings of Christ and the Catholic Church to reflect the values, knowledge and attitudes that will prepare students to be caring and responsible citizens as witnesses of their faith in a culturally and racially interdependent society.
5. While respecting the importance and value of the student's first language, the Board is committed to enabling all its students, including those whose first language is other than English or French, to acquire competence in one or both official languages.
6. The Board is committed to a multi-faceted and culturally sensitive approach to student evaluation and assessment to ensure equitable placement and appropriate planning for all students that will enable them to achieve their potential.
7. The Board will provide guidance and counselling programs that are culturally sensitive, supportive and free of racial and ethnocultural bias to assist students to achieve personal growth and to realize their full potential.
8. All workplace, school grounds, functions and activities of the Board shall be free from racial and ethnocultural harassment.
9. The Board is committed to fair and equitable employment and promotion practices to ensure fair treatment for all persons subject to those rights and privileges applicable to Catholic separate school boards as identified in Section 93 of the British North America Act.
10. All trustees and staff shall be provided opportunities to acquire knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnocultural bias and discrimination.

**FOCUS AREA #1:
BOARD POLICIES, GUIDELINES AND PRACTICES**

Mission Statement: Principles of antiracism and ethnocultural equity will permeate all aspects of the Board's operations, organizations, structures, policies, guidelines and practices.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
1.1 To articulate clearly the Board's commitment to principles of antiracism and ethnocultural equity in all applicable Board policies, guidelines, operations and practices.	<p>1.1</p> <p>a. Develop AREE policy</p> <p>b. Provide awareness sessions for trustees about key issues/philosophy related to Antiracism and Employment Equity policy.</p> <p>c. A subcommittee is formed to prioritize existing Board policies, guidelines and practices for the purposes of reviewing them with respect to criteria for Antiracism and Employment Equity. Policies identified in priority listing are reviewed and revised.</p>	<p>1.1</p> <p>a. The policy is developed.</p> <p>b. Awareness sessions are presented to the trustees.</p> <p>c. A list of policies, guidelines and practices is made and prioritized.</p> <p>d. Principles of antiracism and ethnocultural equity are clearly articulated in the Board's guidelines and procedures where applicable.</p>	<p>1.1</p> <p>AREE, 1995 (MET)</p> <p>Policy databases - CEA - ONTERIS - OCSTA catalogues</p> <p>Board policies Collective agreements</p>	<p>1.1</p> <p>1995-1996</p> <p>On-going</p>	<p>AR-EE</p> <p>Steering committee</p> <p>Senior administration and trustees</p>

Mission Statement: Principles of antiracism and ethnocultural equity will permeate all aspects of the Board's operations, organizations, structures, policies, guidelines and practices.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
1.2 To eliminate racial and ethnocultural biases in board policies, guidelines and day-to-day practices.	1.2 a) Committee will be established to identify persons representing the diverse groups in the community for the purpose of reviewing existing and developing new policies. a) See community involvement and obtain recommendations reflecting identified needs and concerns. Make recommendations to eliminate racial and ethnocultural biases in practices, policies and guidelines.	1.2 Racial and ethnocultural biases in Board policies, programs, and practices have been identified, and progress has been made towards their elimination.	1.2 Demographic data Networking information pools -include those of your representative groups. - All board policies, guidelines and practices.	1.2 1995-1996	Steering committee Senior administration
1.3 To establish mechanisms for measuring progress towards antiracism and ethnocultural equity.	1.3 A committee will be established to develop criteria and instruments for measuring progress towards antiracism and ethnocultural equity, and the committee will have representation from community groups. Principals will submit annual reports.	1.3 An effective mechanism is in place for the system-wide implementation and monitoring of the Board's antiracism and ethnocultural equity policy.	1.3 Research data Statistical data Principals' report	1.3 1996-1997	Steering committee School Principals

Mission Statement: The principles of AREE as identified in this policy shall be supported through informed leadership at the Board and administration levels and through a commitment by all staff.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
2.1 To assist school board trustees, administrators and staff to develop the knowledge, skills, attitudes and behaviours needed to implement antiracism and ethnocultural equity policies in the school system.	2.1 To conduct a needs analysis to identify training needs. Develop a training plan. Offer training sessions to develop awareness and skills re antiracism for trustees, administrators and staff and those employees interested in seeking positions of responsibility, every 4 years.	2.1 Trustees and all school board staff have an understanding of how racism is manifested and what impact it has on students and staff. Trustees and all school board staff use effective strategies to respond to and eliminate systemic and individual racism.	2.1 Ministry of Education and Training Ministry of Citizenship Community Canadian Center for Social Justice	2.1 Sept. 96-97	Steering committee consisting of trustees and administration Superintendent Professional Development In-Service Committee (PDIC) Principals, superintendents and coordinators
2.2 To identify all expected outcomes for those responsible for implementation, and incorporate these outcomes into the performance appraisal process, including the ongoing evaluation of teachers.	2.2 To establish criteria necessary for implementation of the policy within all areas of responsibility. To incorporate this criteria in the Performance Appraisal Policy, in consultation with the federations and unions.	2.2 Trustees and all school board staff are aware of effective strategies to respond to and eliminate systemic and individual racism. Effective mechanisms are in place to ensure senior administrators, principals, and managers accomplish antiracism and ethnocultural equity outcomes.	2.2 OECTA, OCSTA and OCSOA Board resources	2.2 Jan. 96 - Dec. 96	Senior administration and school principals.

Mission Statement: The principles of AREE as identified in this policy shall be supported through informed leadership at the Board and administration levels and through a commitment by all staff.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
2.3 To ensure that Board policy directions and priorities as well as the day-to-day implementation of programs and services are consistent with the aims of antiracism and ethnocultural equity.	2.3 The committee will, on an annual basis, review and/or revise present Board policy directions and priorities to make sure that they adhere to antiracism ethnocultural equity principles.	2.3 Program delivery will effectively reflect these priorities.	2.3 Internal resources	2.3 Sept 96 - 2000 On-going	Steering committee Superintendent Senior administration
2.4 To establish antiracism and ethnocultural equity principles and objectives and incorporate them into annual plans and year-end reports.	2.4 Annual plans and objectives will incorporate AREE principles.	2.4 Effective mechanisms are in place to ensure that senior administrators, principals, and managers accomplish the antiracism and ethnocultural equity objectives outlines in their annual plans and are reported in the director's report.	2.4 Board policies and practices.	2.4 Sept 96 - 2000	Senior administration and school principals

**FOCUS AREA #3:
SCHOOL-COMMUNITY PARTNERSHIP**

Mission Statement: The perspectives, needs and aspirations of diverse racial aboriginal and ethnocultural groups shall be included and addressed through effective school-community partnership.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
3.1 To identify aboriginal and racial and ethnocultural minority communities within the school board's jurisdiction, whether or not they are involved in school board activities.	3.1 Develop/obtain a racial and ethnocultural profile of the community.	3.1 A community profile has been developed.	3.1 North Bay Police Force North Bay Immigrant Support Services Indian Friendship Centre Nipissing Band of Ojibwe	3.1 Sept 95 - Sept 2000	Steering committee is established involving trustees and administration
3.2 To involve diverse communities in partnership with the school board.	3.2 Network with representatives of the aboriginal community and other minority groups and establish an advisory committee.	3.2 Individuals from a variety of aboriginal and racial and ethnocultural minorities are consulted and involved in policy and program issues.	3.2 Nipissing Band of Ojibwe Anishnabek Education Institute Indian Friendship Centre North Bay Immigrant Support Services (NBISS)	3.2 Sept 95 - 2000	Steering committee

Mission Statement: The perspectives, needs and aspirations of diverse racial aboriginal and ethnocultural groups shall be included and addressed through effective school-community partnership.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
3.3 To request community groups to identify their spokespersons for the purpose of establishing school-community partnerships.	3.3 Community groups will be invited to have spokespersons to discuss program and policy issues. Subcommittee will be established.	3.3 Board manuals are distributed to the Nipissing First Nations Education Committee and other identified groups. Community members participate in school council meetings.	3.3 Nipissing Band of Ojibwe NBISS Union of Ontario Indians Indian Friendship Centre Schools councils	3.3 Sept 95 - 2000	Steering committee
3.4 To assess the effectiveness of community consultation and partnership involvement.	3.4 Discussions will be held annually with the steering committee regarding its involvement and partnerships and a report will be made. Principals will make a report on community partnership at the school level annually.	3.4 Report is written detailing kinds of involvement and levels of partnership.	3.4 Board Committee Community reps School council	3.4 Dec 95 - 2000	Steering committee Principals Senior administration

FOCUS AREA #4: CURRICULUM (A)

Mission Statement: The Board will provide a curriculum based on the teachings of Christ and the Catholic Church to reflect the values, knowledge and attitudes that will prepare students to be caring and responsible citizens as witnesses of their faith in a culturally and racially interdependent society.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
4.1 To develop or modify curriculum to reflect in an equitable way a culturally and racially diverse society.	4.1 In-service curriculum writing teams and/or curriculum cooperatives as well as IRC staff and school librarians.	4.1 The curriculum reflects the realities of a culturally and racially diverse society.	4.1 Changing Perspectives A Resource Guide for AREE 1992 (MET) NOCOC Board curricula The Common Curriculum	4.1 Sept 95-97	Superintendent of Education PDIC
4.2 To ensure that the cultural and racial identities of all students are affirmed in an equitable and appropriate way by learning experiences in the school.	4.2 Acquire existing appropriate learning materials by tapping community, student/parent learning resources and implement learning activities that directly address issues of racism and cultural ethnocentrism. All curriculum used shall encourage student to see themselves as active participants in a process that provides for their differences and diversity while recognizing their similarities and celebrating what they share in common.	4.2 Students feel that their cultural and racial identities are affirmed in an equitable and appropriate way by the school.	4.2 Anti-Racist Education FWTAO (May 93) Winning Ideas to Stop Racism Canadian Heritage (1993) Elem & Sec Ed. High school librarian IRC staff Canadian Centre for Social Justice		Superintendent of Education School staff and curriculum coordinators Parents Community School councils

Mission Statement: The Board will provide a curriculum based on the teachings of Christ and the Catholic Church to reflect the values, knowledge and attitudes that will prepare students to be caring and responsible citizens as witnesses of their faith in a culturally and racially interdependent society.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
4.3 To identify bias and discriminatory barriers in existing curriculum structures, policies, programs and learning materials.	4.3 Develop criteria and identify bias. Review existing learning materials in system. Review current curriculum, policies with trustee involvement.	4.3 Criteria are developed. Effective mechanisms are in place for identifying and addressing forms of bias in learning materials and discriminatory elements in existing curriculum policies and programs.	4.3 Speak It video National Film Board of Canada MET	4.3 Jan 96 - 2000	PDIC Senior administration
4.4 To ensure that all elements in the process of curriculum review, development and implementation are consistent with antiracism and ethnocultural equity objectives.	4.4 Expand membership on CRDI committee to include communities. In-service community members re Board operation (CRDI) Use criteria to review board programs and materials.	4.4 Effective procedures are in place to ensure that the perspectives of diverse racial and ethnocultural communities are included in the process of curriculum development, review and implementation. Program, materials are reviewed.	4.4 Anti-Bias Curriculum Tools for Empowering Young Children NAEYC Washington NOCCC	4.4 Sept 97 - 2000	Senior administration Principals Staff IRC staff
4.5 To enhance teachers' abilities to use biased materials constructively to develop students' critical thinking about racism.	4.5 Teachers will be in-serviced to use curriculum that explore the historical development and contemporary nature of racism through age-appropriate curriculum activities that promote understanding of such aspects of racism as stereotypes, prejudice, colonialism, genocide and apartheid.	4.5 Effective mechanisms are in place for identifying and addressing forms of bias in learning materials and discriminatory elements in existing curriculum policies and programs.	4.5 Board resources NOCCC resources The Common Curriculum OECTA	4.5 Sept 97- 98	Superintendent Communities Teachers Principals Students

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CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
4.6 To reflect the diversity of staff, students, parents and the community in all areas of curriculum development, implementation and evaluation, and in the membership of curriculum committees.	4.6 In developing or adapting curriculum , staff shall encourage parents, students, employees and other members of aboriginal, racial and ethnocultural groups to provide input through school councils or PTAs.	4.6 Effective procedures are in place to ensure that the perspectives of diverse racial and ethnocultural communities are included in the process of curriculum development, review and implementation.	4.6 Board curriculum resources NOCCC	4.6 Jan 96 - 2000	Senior administration School staff

FOCUS AREA #5: STUDENT LANGUAGES

Mission Statement: While respecting the importance and value of the student's first language, the Board is committed to enabling all its students, including those whose first language is other than English or French, to acquire competence in one or both official languages.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
5.1 To affirm and value the students' first language.	<p>5.1 Establish community involvement to determine "first" language and conduct a needs assessment at registration.</p> <p>Investigate existing resources/programs/ curriculum in place that have been developed by other boards.</p> <p>International and Native language programs will be provided according to MET guidelines.</p>	<p>5.1 Students perceive that their first language is being valued by the school.</p> <p>Appropriate international and/or native language programs are in place.</p>	<p>5.1 Cultural centres</p> <p>Indian Friendship Centre</p> <p>North Bay Immigrant Support</p> <p>North Bay Skills Development</p> <p>Speech Language Pathologist</p> <p>Nipissing Band of Ojibwe</p> <p>MET guidelines</p>	<p>5.1 Sept 96</p> <p>Modify registration process, conduct surveys, needs assessment</p>	<p>Steering committee</p> <p>Continuing education</p> <p>Principals</p>
5.2 To ensure that all students achieve literacy in at least one official language.	<p>5.2 Students will participate in language testing activities as required.</p> <p>Instruction in language will be provided in accordance with The Common Curriculum.</p>	<p>5.2 An effective language-learning support program is in place.</p>	<p>5.2 Speech language</p> <p>Special education</p> <p>Regular classroom</p> <p>The Common Curriculum</p> <p>Language standards</p>	<p>5.2 Sept 95 - 2000</p>	<p>School staff</p>

Mission Statement: While respecting the importance and value of the student's first language, the Board is committed to enabling all its students, including those whose first language is other than English or French, to acquire competence in one or both official languages.

CORE OBJECTIVES		PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
5.3	To provide appropriate support programs for language learning.	5.3 Establish ESL programs for students whose needs have been identified and when numbers warrant.	5.3 Consideration is given to the special linguistic challenges faced by ESL students in using regular curriculum materials.	5.3 Special education teachers.	5.3 Sept 1997	Superintendent Principals
5.4	To promote the acquisition of languages.	5.4 Provide in-service for teachers to ensure that teachers "affirm and value" the students' first language. Could use Aboriginal/Heritage Language facilitators.	5.4 Multilingualism is actively promoted. Appropriate International language and/or Native language programs are in place.	5.4 MET guidelines	5.4 Sept 1995	Superintendent PDIC

**FOCUS AREA #6:
STUDENT EVALUATION, ASSESSMENT AND PLACEMENT**

Mission Statement: The Board is committed to a multi-faceted and culturally-sensitive approach to student evaluation and assessment to ensure equitable placement and appropriate planning for all students that will enable them to achieve their potential.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
6.1 To ensure that assessment and placement teams, instruments and procedures are bias-free and designed to meet the needs of the individual students, and take into account the student's previous education and personal experience.	<p>6.1 Resource people/interpreters will be identified in the community.</p> <p>A committee with members of the community will be established to evaluate current assessment tools and practices, administration and placement practices and make recommendations for other resources.</p> <p>In-service for teachers will be planned on issues of assessment and placement.</p>	6.1 There are constraints on the use of standardized assessment measures with new immigrant students and students with a first language other than English or French.	<p>6.1 IRC materials</p> <p>Other students for interpreters.</p> <p>Research on formal tests</p> <p>Special education coordinator</p>	<p>6.1 Sept 97 - 2000</p> <p>Sept 96</p>	<p>Superintendent of Education</p> <p>Special education staff</p> <p>Guidance</p> <p>Principals</p> <p>PDIC</p>

Mission Statement: The Board is committed to a multi-faceted and culturally-sensitive approach to student evaluation and assessment to ensure equitable placement and appropriate planning for all students that will enable them to achieve their potential.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
6.2 To ensure that placement decisions are flexible so that they do not limit students' educational and career opportunities.	6.2 a) A process for welcoming and orientation will be established. b) Guidelines will be established for the admission, assessment, placement and on- going monitoring of students new to school. c) The child will be placed in age-appropriate classes. d) There will be an adjustment period before a child is assessed. ESL programs will be established for students whose first language is not English if number warrant.	6.2 New immigrant students are placed in age-appropriate programs, unless exceptional circumstances exist to dictate otherwise. There is continuous monitoring of student placement, retention and re-entry in relation to race and ethnicity. Students perceive that they have equitable access to available program options.	6.2 Guidance Dept. Coordinator of Services for Exceptional Students Community representatives	6.2 Sept 97 - 2000	Superintendent of Education School Principals Special education staff Guidance Department

Mission Statement: The Board is committed to a multi-faceted and culturally-sensitive approach to student evaluation and assessment to ensure equitable placement and appropriate planning for all students that will enable them to achieve their potential.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
6.3 To ensure that parents are fully informed about assessment and placement procedures and are involved in placement decisions.	<p>6.3 Parents will be involved in the orientation, assessments and placement decisions and whenever possible information will be communicated in the parents' first language with the use of community interpreters as needed.</p> <p>Staff will monitor student progress using informal, holistic, observational assessment techniques for students whose first language is not English to allow for appropriate program and placement modifications.</p>	<p>6.3 The perceptions of parents and students from aboriginal and racial and ethnocultural minority groups regarding inappropriate placement are monitored.</p> <p>Parents, including those of aboriginal and racial and ethnocultural minority students, understand the assessment and placement process and actively participate in assessment and placement decisions.</p>	<p>6.3 Community reps Staff</p>	<p>6.3 Sept 97 - 2000</p>	<p>Principal Teachers</p> <p>Principals and teachers</p>

FOCUS AREA #7: GUIDANCE AND COUNSELLING

Mission Statement: The Board will provide guidance and counselling programs that are culturally sensitive, supportive and free of racial and ethnocultural bias to assist students to achieve personal growth and to realize their full potential.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
7.1 To determine what parents, students and community groups perceive to be students' needs for guidance and counselling and whether they feel those needs are being met.	7.1 The steering committee will survey parents and community groups. Schools will hold face-to-face meetings with support of school councils to determine perceptions of students and community groups.	7.1 Parents, including those of aboriginal and racial and ethnocultural minority students, are actively involved in educational planning and career orientation decisions that affect their children.	7.1 MET Survey instrument Parents, students, diverse community, cultural, aboriginal, business and industry groups.	7.1 1997-1998 On-going	Steering committee Superintendent of Education Principals
7.2 To determine what support counsellors perceive they require in order to service the diverse student population.	7.2 Survey will be conducted with guidance staff and intermediate teachers and principals to determine their needs and a plan of action prepared by AREE committee to address their concerns.	7.2 Systemic biases in guidance and counselling have been identified and are being addressed.	7.2 Survey instrument Materials from government, business and cultural groups for training.	7.2 1998-2000	Guidance Department Head School principals AREE steering committee

Mission Statement: The Board will provide guidance and counselling programs that are culturally sensitive, supportive and free of racial and ethnocultural bias to assist students to achieve personal growth and to realize their full potential.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
7.3 To eliminate racial and ethnocultural stereotyping in educational and career-planning programs.	7.3 a) In-service to existing board staff re career planning, and guidance counseling will be planned and provided. b) Counselling staff will receive in-service training on cross-cultural counselling skills.	7.3 Systemic biases in guidance and counselling have been identified and are being addressed.	7.3 Cultural interpreters Translators Canadian Centre for Social Justice Anishinabek Educational Institute	7.3 1997-1998	Guidance Department Principals Teachers.
7.4 To ensure support for students in the identification of career options and appropriate academic paths.	7.4 a) The guidance department will analyze who is taking certain courses and develop strategies to encourage students to look at diverse and non-traditional career options. b) Cooperative education programs will be reviewed to promote equality of access to the workplace for students of all racial and ethnocultural backgrounds. Showcase current career options through business and community group involvement featuring non-stereotype models.	7.4 Aboriginal and racial and ethnocultural minority students have confidence in the service they are receiving from guidance counsellors.	7.4 Community professionals Anishinabek Career Centre (Les Couchie & Laura Dokis) Indian Friendship Centre Nipissing Band #10 Chamber of Commerce Tembec	7.4 1996-1997 1996-1997	Guidance department School principal Guidance department Community Businesses

Mission Statement: The Board will provide guidance and counselling programs that are culturally sensitive, supportive and free of racial and ethnocultural bias to assist students to achieve personal growth and to realize their full potential.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
7.5 To create partnerships among schools, home, community, business and industry and to involve parents, students, and the community in program review and development.	7.5 Business and community groups assist in establishing career awareness and programs in collecting resources through the Community Based Career Counselling Initiatives.	7.5 Parents, including those of aboriginal and racial and ethnocultural minority students, are actively involved in educational planning and career orientation decisions that affect their children.	7.5 Canadore College Nipissing University Businesses Chamber of Commerce Tembec	7.5 1996-1997	Community Based Career Counselling Committee and St. Joseph-Scollard Hall guidance department
7.6 To ensure that, where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress and their plans for the future.	7.6 Interpreters will be provided as required. School councils will be used to inform parents. Parents will be informed through the regular reporting process.	7.6 Parents will be informed of children's current educational achievement.	7.6 Volunteer interpreters from the community Teachers	7.6 Begin 1996-1997 Ongoing	Principal and staff Guidance Departments

**FOCUS AREA #8:
RACIAL AND ETHNOCULTURAL HARASSMENT**

Mission Statement: All workplace, school grounds, functions and activities of the Board shall be free from racial and ethnocultural harassment.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
8.1 To develop or review policy guidelines and a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students and other individuals in the school board.	8.1 Review/develop policy. A resolution procedure for dealing with incidents will be included in school Code of Behaviour and Handbook which will be developed in consultation with school councils and AREE committee.	8.1 An effective mechanism is in place for reporting and responding to incidents of racial and ethnocultural harassment.	8.1 Other MET policies such as Violence-free Schools. Safe Schools policy A.S.A.P. program Neighborhood Centre	8.1 1996-1997	Admin Council Principals
8.2 To provide staff with the knowledge and skills to identify harassment and to respond effectively to it.	8.2 Workshops/PD activities will be provided for all staff.	8.2 Staff have the knowledge and skills to respond effectively to alleged incidents of harassment.	8.2 Canadian Centre for Social Justice materials Aboriginal community Changing Perspectives Resource Guide	8.2 1996-1997	Superintendent of Education Principal

Mission Statement: All workplace, school grounds, functions and activities of the Board shall be free from racial and ethnocultural harassment.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
8.3 To ensure that board communicates the policy guidelines to all members of the education community.	8.3 School councils, the media and school newsletters will be used.	8.3 Information about the policy and reporting mechanism has been communicated to the school community.	8.3 Federations and unions Anishinabek News Racial & ethnic minority groups Nipissing First Nations North Bay Indian Friendship Centre Board newsletter School newsletters	8.3 Jan 1996-1997	Director Board Schools
8.4 To ensure that the process of addressing harassment is monitored.	8.4 a) A reporting system in the school and offices will be developed and used to record frequency and nature of incidents. b) School code of conduct will identify consequences of 1 st , 2 nd , and 3 rd occurrence.	8.4 An effective monitoring system is in place to track reports of racial and ethnocultural harassment and the responses to these reports.	8.4 OARS check list Safe Schools policy School Codes of Conduct	8.4 1997-1998 On-going	Superintendent Principal

FOCUS AREA #9: EMPLOYMENT PRACTICES

Mission Statement: The Board is committed to fair and equitable employment and promotion practices to ensure fair treatment for all persons subject to those rights and privileges applicable to Catholic separate school boards as identified in Section 93 of the BNA Act.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
9.1 To ensure that vacancies are advertised widely, internally within the organization as well as through outreach to designated groups.	9.1 Develop an outreach program/ mailing list in consultation with AREE committee and involve non-traditional means of advertising. Review board advertising practices. Advertise more widely.	9.1 Vacancies within the board are widely advertised and special efforts are made to recruit, train and promote members of aboriginal, racial and ethnocultural minority groups.	9.1 Reallocation of resources to include broader advertising. Media Teacher training institutions Federations/ unions	9.1 1996-1997 Review practices, Outreach program	Superintendent of Education Human resources department
9.2 To ensure that recruitment, interview, selection, training and promotion practices and procedures are bias-free.	9.2 Review current practices and procedures to identify barriers, if any. Review procedures to achieve compliance. Provide awareness training for all those involved in hiring and promotion practices.	9.2 Recruitment practices will be bias free.	9.2 Private companies Other boards Unions/ federations Ontario Anti-Racism Secretariat	9.2 1996-1997	Trustees Superintendent Principals Human resources department

Mission Statement: The Board is committed to fair and equitable employment and promotion practices to ensure fair treatment for all persons subject to those rights and privileges applicable to Catholic separate school boards as identified in Section 93 of the BNA Act.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
9.3 To ensure that interview teams for board positions reflect the diversity within the community.	9.3 a) Review current composition of interview teams and where possible expand to reflect the diversity of school community. b) In cooperation with AREE committee, develop policy for structuring interview teams and ensure questions are bias free.	9.3 Interview team will more accurately reflect community.	9.3 Indian trustee Native Education Committee	9.3 1997-1998	Trustees Admin Council Human Resources Department

FOCUS AREA #10: STAFF DEVELOPMENT

Mission Statement: All trustees and staff shall be provided opportunities to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnocultural bias and discrimination.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
10.1 To identify staff development needs to ensure that those responsible for implementing the board's antiracism and ethnocultural equity policy have or develop the knowledge, skills and behaviours to carry out the mandate.	10.1 Through the AREE committee surveys will be done to identify needs.	10.1 Supervisory officers effectively supervise and coordinate all aspects of the implementation of the board's antiracism and ethnocultural equity policy and the integration of equity principles into all board operations.	10.1 OECTA, OCSTA, OCSOA Policy Survey instrument	10.1 Sept 1996	Supervisory Officers AREE steering committee Coordinators
10.2 To implement staff development programs based on identified needs.	10.2 In-service is planned and budget/time are provided.	10.2 Staff deal effectively and confidently with systemic and individual racism.	10.2 Canadian Centre for Social Justice Resource personnel from community	10.2 1997-1998	Trustees and supervisory officers PDIC
10.3 To enable trustees and staff to deal confidently and effectively with issues of racism and discrimination and with incidents of racial and ethnocultural harassment.	10.3 Trustees are invited to participate in in-service. Guidelines developed and staff sensitized to racial and ethnocultural harassment.	10.3 Trustees take into account principles of antiracism and ethnocultural equity in their educational administrative decisions.	10.3 Resource personnel from community PDIC	10.3 1996-1998	AREE steering committee

Mission Statement: All trustees and staff shall be provided opportunities to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnocultural bias and discrimination.

CORE OBJECTIVES	PLAN OF ACTION	EXPECTED OUTCOMES	RESOURCES	TIMELINES	RESPONSIBILITY
10.4 To provide trustees and staff with the skills to identify and deal with bias in learning materials.	10.4 Staff will be in-serviced on criteria developed in 4.2	10.4 Teachers are able to identify and deal with racial and ethnocultural bias in the curriculum and in the evaluation and assessment of students.	10.4 Canadian Centre for Social Justice NBISS	10.4 1996-1999	Superintendent PDIC
10.5 To involve community groups in the development and implementation of an in-service program and other staff development programs.	10.5 Invite participants from community groups to attend and participate in curriculum in-service planning and programs through the AREE steering committee.	10.5 Community groups will actively participate in the development and implementation of in-service and staff development programs.	10.5 Community groups NBISS Native Friendship Centre Nipissing Band #10	10.5 1996-1997 Ongoing	Superintendent PDIC AREE steering committee
10.6 To ensure that trustees and staff are aware that they are expected to broaden their expertise in antiracist and ethnocultural equity education through courses, workshops and community consultation.	10.6 Implementation goals will be presented at the beginning of each school year.	10.6 Staff are committed to eliminating racism. Trustees take into account principles of antiracism and ethnocultural equity in their educational and administrative decisions.	10.6 AREE policy committee Community groups	10.6 1996-1997 Ongoing	Superintendent Principals Steering committee

A POLICY ON RACIAL AND ETHNOCULTURAL EQUITY

GLOSSARY OF TERMS

Consistency in use of terms and concept clarification in the area of Racial and Ethnocultural Equity are needed so that policy objectives can be clearly delineated. This policy uses the terminology set forth in the Provincial Advisory Committee Report, The Development of a Policy on Racial and Ethnocultural Equity.

Antiracism Education	<p>An approach to education that integrates the perspectives of Aboriginal and racial minority groups into an education system and its practices. The aim of antiracist education is the elimination of racism in all its forms.</p> <p>Antiracist education seeks to identify and change educational policies, procedures, and practices that foster racism, as well as the racist attitudes and behaviour that underlie and reinforce such policies and practices. Antiracist education provides teachers and students with the knowledge and skills to examine racism critically in order to understand how it originates and to identify and challenge it.</p>
Anti-Semitism	<p>Latent or overt hostility directed towards individual Jews or the Jewish people, leading to social, economic, institutional, religious, cultural, and political oppression. Anti-semitism has also been expressed through individual acts of physical violence and through the organized destruction of entire communities.</p>
Bias	<p>An opinion, preference, prejudice or inclination formed without reasonable justification which then influences an individual's or group's ability to evaluate a particular situation objectively or accurately.</p>
Culture	<p>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 those traditions.</p>
Discrimination	<p>To deny equal access, opportunity and/or outcome to individuals or groups on the basis of race, ethnicity, religion, language, gender or other characteristics.</p>
Community Partners	<p>Individuals and groups who reflect the racial ethnocultural and Aboriginal diversity of the area served by NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD to include members from the Native Friendship Centre, Nipissing Immigrant Support Services, Nipissing Band #10 and any or all other groups identified.</p>
Equity	<p>Is the achievement of social justice through equal opportunity, equal treatment, and equal outcomes without disparities based on racial or ethnocultural background.</p>

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”.
Ethnocultural	Every Canadian belongs to some ethnic group and shares some cultural heritage particular to a people of a certain national, religious and/or language background. There are a wide variety of ethnocultural groups among people of African, Asian, European and indigenous North, Central and South American background in Canada. Some Canadians may experience discrimination because of ethnocultural backgrounds (ethnicity, religion, nationality, language, etc.) others because of race, and others because of both racial and ethnocultural backgrounds.
Hate Literature	Ideologies and beliefs transmitted in written, verbal or electronic form in order to create, perpetuate or exacerbate antagonistic and belligerent attitudes and actions directed against a specific group or groups of people.
Race	Refers to groups of people identifiable by physical characteristics such as skin colour, hair texture, facial features and/or stature. Race has no scientific validity as a way of classifying all humankind.
Racial Prejudice	A set of implicit or explicit assumptions, and based on an ideology of inherent superiority on one racial or ethnic group over another and evident within organizational or institutional structures and programs as well as within individual thought or behaviour patterns. While different racial groups can be prejudiced against each other, racism implies that one racial group is in a position of power in relation to other groups. Racism equals prejudice and power.
Social Justice	A concept premised upon the belief that each individual and group within a given society is to be accorded equal opportunity, fairness, civil liberties and participation in the social, educational, economic, institutional and moral freedoms and responsibilities valued by the religious community, based upon interpretation of sacred literature and divine teachings.
Stereotype	The supposed characteristics of a whole group of people attributed to any individual from the group.