

 St. Michael's College School	School Operations
Policy: Antiracism & Ethnocultural Equity	D2.10.20

In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body.

Romans 12:5

“Faith in the one God, Creator and Redeemer of all humankind made in his image and likeness, constitutes the absolute and inescapable negation of any racist ideologies.”

The Church and Racism: Towards a more Fraternal Society, published by the Pontifical Commission for Justice and Peace 1988

A. PURPOSE

St. Michael’s College School (SMCS) is fully committed to the Christian belief that all people are created in the image and likeness of God and thus endowed with a rational soul. This confers upon every human being a fundamental equality that proceeds from an eminent dignity. St. Michael’s College School acknowledges that it is not immune from the impacts of racism which exist in Canadian society and all its institutions.

In accordance with our Catholic beliefs and traditions, St. Michael’s College School commits to identifying and combatting racism in all its forms whether overt or covert, individual or systemic. Incidents of racial discrimination or harassment will neither be tolerated nor condoned by the school and will be addressed in a manner that is consistent with the Progressive Discipline Policy, Bullying Prevention and Intervention policy, and the school’s Code of Conduct. St. Michael’s College School also commits to providing an educational environment in which all individuals are treated with dignity and respect without regard to their race, ancestry, ethnicity or place of origin. St. Michael’s College School endeavours to promote equity, fairness and respect through inclusive programs, curriculum and services with the aim of equipping students and staff with the knowledge, skills and attitudes necessary for living in an increasingly pluralized world.

This policy applies to all members of the school community including students, teachers, staff and administrators. This policy applies in all spheres of educational activity including classroom settings, school-sponsored events, activities, functions, sporting or athletic events, and in any online communications through electronic or social media platforms

B. DEFINITIONS

The following are key terms in the areas of antiracism and ethnocultural equity:

Antiracism Education:

An approach to education that integrates the perspectives and knowledge of Indigenous Peoples and racial, ethnic, cultural and religious groups into an educational system and its practices. The aim of antiracism education is the elimination of racism in all its forms. Antiracism 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. Antiracism 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 respond to it.

Culture:

Cultural identity refers to (a) the collective self-awareness that a given group embodies and reflects (e.g. racial, ethnic, gender groups) and (b) the “identity of the individual in relation to his or her culture”. Refer to: *Carl E. James, Seeing Ourselves: Exploring Race, Ethnicity and Culture, Toronto, Canada, 1995.*

Equity:

Equality of access and outcome. An equity program is one that is designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program is intended both to remedy the effects of past discrimination and to prevent inequities.

Ethnicity:

Like race, is socially, politically and historically constructed, and is subject to the ambiguities and contradictions that are to be found in societies. It is dynamic. Its meanings change over time. Nevertheless, ethnicity serves to establish status allocation, role expectations and group membership. Refer to: *Carl E. James, Seeing Ourselves: Exploring Race, Ethnicity and Culture, Toronto, Canada, 1995.*

Ethnocultural Group:

A group of people who share a particular cultural heritage or background.

Ethnocentrism:

The evaluation of other cultures according to preconceptions originating in the standards and customs of one's own culture.

Eurocentric Curriculum:

A curriculum that focuses primarily on the experiences and achievements of people of European background. Such a curriculum inevitably marginalizes the experiences and achievements of people of other backgrounds.

Multicultural Education:

An approach to education, including administrative policies and procedures, curriculum, and learning activities, that recognizes the experiences and contributions of diverse cultural groups. One of the aims of multicultural education is to promote understanding of and respect for cultural and racial diversity.

Race:

Race is a socially constructed classification, and is therefore not determined biologically, but socially and psychologically. Refer to: *Carl E. James, Seeing Ourselves: Exploring Race, Ethnicity and Culture, Toronto, Canada, 1995.*

Racism:

The predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over it

C. PROCEDURES***1.0 Leadership******Guiding Principle***

St. Michael's College School is committed to providing leadership at all levels that foster an environment of respect for Indigenous, racial and ethnocultural differences.

- 1.1 St. Michael's College School will promote an awareness of Indigenous, antiracism and ethnocultural equity issues throughout the school and school community.
- 1.2 St. Michael's College School will provide learning opportunities regarding Indigenous, antiracism and ethnocultural equity.
- 1.3 St. Michael's College School will apply Indigenous, antiracism and ethnocultural equity guiding principles to the daily operations of the school, including hiring and admissions.

2.0 Staff Development***Guiding Principle***

St. Michael's College School will provide antiracism and ethnocultural equity training and resources for staff.

- 2.1 St. Michael's College School will implement professional development programs based on identified needs to enable staff to understand the manifestations of racism and to respond effectively to issues of harassment towards the members of Indigenous, racial, ethnocultural, or religious communities.
- 2.2 St. Michael's College School will provide teaching staff with the knowledge, skills and resources needed to teach from an antiracism perspective. This will enable educators to recognize and examine biased and discriminatory material and to facilitate the incorporation of the perspectives and knowledge of Indigenous Peoples and the minoritized in the curriculum.

- 2.3 St. Michael's College School will involve community groups and employee groups in the development and implementation of in-service programs and staff development programs.

3.0 School Community Partnership

Guiding Principle

St. Michael's College School will recognize and promote active participation from members of communities that reflect Indigenous, racial, ethnocultural and religious diversity in order to maintain and affect equitable education policies, practices and outcomes.

- 3.1 St. Michael's College School will promote open dialogue and partnership with parents and community groups.
- 3.2 St. Michael's College School will ensure that the school's staff and parent association encourage community contribution and participation in planning activities/programs for schools.

4.0 Curriculum

Guiding Principle

St. Michael's College School will support curriculum, learning materials and school practices that reflect and include the principles of antiracism and ethnocultural equity, as regulated by the Ministry of Education.

- 4.1 Committees responsible for curriculum development, implementation and evaluation will strive to include the involvement of the Indigenous, racial, and ethnocultural diversity of staff, students, their families and the community at large.
- 4.2 All elements in the process of curriculum review, development and implementation will be consistent with the principles of antiracism and ethnocultural equity.
- 4.3 As learning experiences are developed and/or modified, staff will strive to accurately reflect Indigenous, racial, ethnocultural, and religious diversity.
- 4.4 Curriculum policies, programs and learning materials will strive to include the perspectives and knowledge of Indigenous Peoples and the minoritized. All stakeholders will share in this responsibility.
- 4.5 St. Michael's College School will strive to provide students with opportunities to critically examine issues of exclusivity/inclusivity, bias, discrimination and racism.

5.0 Racial and Ethnocultural Harassment

Guiding Principle

St. Michael's College School will ensure that harassment towards Indigenous, racial, ethnocultural or religious communities by employees, parents, volunteers, students and the community at large will not be tolerated.

- 5.1 Effective policies and procedures will be in place for reporting, responding to and resolving incidents of harassment towards members of Indigenous, racial, ethnocultural or religious communities. Every individual has the right to report harassment without fear of reprisal and every complaint shall be investigated confidentially in order to protect the rights of all individuals.
- 5.2 Through professional development opportunities, St Michael's College School will provide staff with the knowledge, skills, and resources to effectively identify and respond to harassment.
- 5.3 Regulations governing the procedures for reporting and responding to bullying and harassment along racial or ethnic lines are contained in St. Michael's College School's Bullying Prevention and Intervention Policy and the Code of Conduct.
- 5.4 St. Michael's College School's recognition of racist behaviour includes but is not limited to:
 - Physical assault and harassment.
 - Verbal abuse and threats.
 - Use of derogatory language and ridicule (i.e. name-calling, racial slurs, racial "jokes, and mimicking accents and cultural differences);
 - Racist propaganda (may include racist graffiti, comics, and magazines, wearing racist badges and insignia, t-shirts and jewellery, and more);
 - Incitement of others to behave in a racist manner, including encouraging others to hate, have serious contempt for, or ridicule a person or group of people because of race, colour, nationality, ethnic, or national background;
 - Racist comments in the course of discussions in lessons;
 - Refusal to cooperate with other people because of their colour, ethnicity, or language;
 - Differential teacher expectations of racialized students;
 - Cyber racism;
 - Insensitive statements that isolate and identify an individual by race, including asking a racialized student, "Where are you from"; and/or "What is your experience": without prior approval.
 - Failing to deal with racial incidents or bullying between students or downplaying the seriousness of conduct.
 - Failing to deal with racial incidents or bullying between staff/faculty or downplaying the seriousness of conduct.
 - Differential expectations and outcomes around discipline of racialized students
 - The use indirect, subtle, or unintentional discrimination against members of a marginalized group defined as microaggressions

REFERENCES

Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development, Ontario Ministry of Education and Training, 1993

Antiracism and Ethnocultural Equity: Policy and Guidelines, Toronto Catholic District School Board 2004

Antiracism and Ethnocultural Equity Policy, York Region District School Board, Policy # 260.0, 2002

Canadian Charter of Rights and Freedoms – Equality Rights

The Church and Racism: Toward a More Fraternal Society, Pontifical Commission for Justice and Peace, 1988

Equity Policy: policy NO 1.01, Hamilton Wentworth District School Board,

Ontario Human Rights Code

Seeing Ourselves: Exploring Race, Ethnicity and Culture, Toronto, Canada, Carl E. James, 1995

Anti-Racism Policy, CIS Ontario BLG , 2020

LEGISLATIVE FOUNDATIONS

The antiracism and ethnocultural policy of St. Michael's College School is consistent with federal and provincial conceptions of human rights.

CANADIAN CHARTER OF RIGHTS AND FREEDOMS – EQUALITY RIGHTS

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

15. (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

ONTARIO HUMAN RIGHTS CODE

...recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations; ...it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and Province.

PART I: Freedom from Discrimination

1. Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap.

EDUCATION ACT, 1998 section 8.1 (29.1)

School boards are required to develop and implement an ethnocultural and antiracism policy and to submit this policy to the Minister of Education.