

YORK REGION DISTRICT SCHOOL BOARD
ANTIRACISM AND ETHNOCULTURAL EQUITY

Board Section

Policy #260.0

The Antiracism and Ethnocultural Equity Policy expresses York Region District School Board's adherence to the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code* and Policy Memorandum #119 of the Ontario Ministry of Education.

The York Region District School Board is committed to:

- Respecting the racial and ethnocultural diversity of its students, community and employees;
- Recognizing the potential for academic excellence in all students;
- Providing necessary supports so that the academic achievement of every student, regardless of race, ethnicity, culture, faith, language and nationality, is consistent with the student's highest ability;
- Ensuring equitable treatment for all students, parents and employees while recognizing their race, ethnicity, culture, faith, language and nationality;
- Working to achieve equitable results in its educational and employment practices; and,
- Promoting positive and respectful relations with and between members of all school communities.

The York Region District School Board will ensure that this commitment is fully integrated into its New Directions, Continuous School Improvement and other strategies.

Consistent with this commitment, it is the policy of the York Region District School Board that:

Board Policies, Guidelines and Practices

Principles of antiracism and ethnocultural equity shall permeate all aspects of the Board's organizational structure, policies, guidelines and procedures.

Leadership

The Board will provide leadership in order to achieve racial and ethnocultural equity by identifying and eliminating systemic inequities and barriers.

Further, the Board will implement measures to identify, develop and recognize leadership at all levels, including among students, in the area of antiracism and ethnocultural equity.

School-Community Partnership

The Board will be committed to achieving effective school community partnerships that include and address the perspectives, experiences and needs of diverse racial and ethnocultural groups.

Curriculum

The Board will select, develop and deliver curriculum resources and activities, which reflect in an equitable way the experiences, values, achievements and perspectives of a culturally and racially diverse society, and which contribute to the development of responsible global citizens.

Further, the Board will recognize and foster the co-curricular abilities of all students, while recognizing their race, ethnicity, culture, faith, language and nationality.

Student Languages

The Board will recognize and affirm the value of learning languages, recovering and/or maintaining a student's ancestral language(s) and the opportunity to acquire proficiency in one of Canada's official languages as key to a student's academic success in school.

Student Evaluation, Assessment and Placement

Student evaluation, assessment and placement practices will take into account the racial, ethnocultural and linguistic diversity of students.

Guidance

In order to respond effectively to the needs of a diverse community of students, counselling and guidance programs will be culturally sensitive, supportive and free of racial and ethnocultural bias.

Guidance and counselling related to career development will be made available to all students, regardless of race, ethnicity, culture, faith, language and nationality.

Racial and Ethnocultural Harassment

All expressions of racial and cultural bias and acts of harassment and discrimination by employees, students and visitors are dealt with promptly and effectively.

Employment and Promotion Practices

Employment and promotion practices will be equitable, in order to build a diverse workforce that is representative of the community.

Staff Development

Staff development activities will be in place to equip all employees with the knowledge, skills, understanding and sensitivity needed to deal with issues of faith, racial, ethnocultural and linguistic diversity.

POLICY HISTORY

Approved 1995
Amended 2002