



ADMINISTRATIVE PROCEDURE 304	
SECTION: STUDENTS; PERSONNEL AND EMPLOYEE RELATIONS	
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Contact	System Principal of Equity & Anti-Racism

Anti-Racism and Anti-Oppression

The Renfrew County District School Board (RCDSB) is committed to the principles of equity and anti-racism through inclusive programs and/or services, curriculum-related resources, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act and Ontario Education’s Equity Action Plan.

Race: A social construct that groups people on the basis of common ancestry and physical characteristics such as colour of skin, shape of eyes, hair texture, and/or facial features. The term is used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity.

Ethnicity: The cultural and ancestral heritage of family background. This includes, but is not limited to language, food, celebrations and traditions.

Racialization: The term used by the OHRC to describe the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life.

Racism: A set of erroneous assumptions, opinions and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Anti-Racism Education: An approach that integrates the perspectives of Black, Indigenous, other racialized and marginalized communities into an educational system and its practices. Anti-Racist education seeks to identify and change educational policies, procedures, and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power, and privilege. Anti-Racist education promotes the removal of discriminatory biases and systemic barriers.

Oppression: Describes a set of policies, practices, traditions, norms, beliefs and explanations which function to systematically exploit one social group for the benefit of another social group. The group that benefits from this exploitation is the dominant (or agent) group and the group that is exploited is the minoritized (or target) group. The five big oppressions are sexism, heterosexism, racism, ableism and classism.

Anti-Oppression Education: Seeks to recognize the oppressions that exist in our society and attempt to mitigate its effects and eventually equalize the power imbalances in our communities.

Marginalized: Identities that have been historically underserved in society and in the school system. This includes, but is not limited to, the 2SLGBTQI+ communities, the Jewish and Islamic communities, people who live in low socio-economic realities, people who identify as having a disability, people who live with a mental illness, newcomers to Canada and people whose first language is not English.

The RCDSB is committed to:

1.0 Policies, Guidelines and Practices

1.1 Clearly articulating, through existing and new policies, guidelines and operating practices, a commitment to reflecting the ideals of anti-racism and anti-oppression.

1.2 Establishing practices and procedures that will ensure compliance with its policy of anti-racism and anti-oppression and make sure the policy is accessible to all employees, students, parents, and the community at large.

2.0 Leadership

2.1 Promoting an awareness of anti-racism and anti-oppression throughout the RCDSB.

2.2 Providing learning opportunities regarding anti-racism and anti-oppression on an annual basis.

2.3 Identifying and removing inequities and barriers related to all aspects of human resource activity in accordance with provincial and federal legislation.

2.4 Applying anti-racism and anti-oppression guiding principles to daily operations of schools.

3.0 School Community Partnerships

3.1 Promoting open dialogue and partnership with parents/guardians and community groups.

3.2 Recognizing the cultural and language needs of all the members of the school community. Language translation and cultural interpretive services will be used to facilitate first-language communication when there is inadequate comprehension of the official languages.

3.3 Opening channels of communication to enable community representatives from Black, Indigenous, racialized and marginalized individuals or organizations to be involved in the development, implementation and review of school practices.

4.0 Curriculum

4.1 Curriculum development, implementation and assessment and evaluation that includes the involvement of the Black, Indigenous, racialized, and marginalized diversity of staff, students, their families and the community at large.

4.2 Having all elements in the process of curriculum review, development and implementation be consistent with the principles of anti-racism and anti-oppression.

4.3 Accurate and diverse reflections of Black, Indigenous, racialized and marginalized experiences.

4.4 Curriculum policies, programs and learning materials that include perspectives and teachings from Black, Indigenous, racialized and marginalized voices.

4.5 Provide students with opportunities to critically examine issues of exclusivity/inclusivity, bias, discrimination, racism and systems of oppression.

6.0 Student Assessment, Evaluation & Reporting

6.1 Assessment, evaluation, reporting and programming practices that are consistent with the principles of anti-racism and anti-oppression. In addition, assessment, evaluation practices should consider perspectives and teachings from Black, Indigenous and otherwise racialized lived experiences (eg: using First Nations ways of knowing to assess mathematics concepts such as coding in beading projects, providing a lack of opportunities to discuss Black contributions and achievements to Canadian history except during Black History month which may seem performative, using a set of resources that do not represent a vast diversity of identities in Ontario society) when applicable.

7.0 Counselling/Guidance/Support Services

7.1 All programs and services which address students' personal identity needs, as well as their academic and career choices being delivered in a manner which recognizes the various lived experiences of Black, Indigenous, racialized and marginalized students and their families.

7.3 Counselling/guidance/support services that seek alternative services and community partnerships to meet the needs of Black, Indigenous, racialized and marginalized individuals.

7.4 Communication strategies, which may include cultural and language interpretation services, being in place to facilitate parent/guardian involvement in students' academic achievement, social and emotional development, discipline, and future direction.

8.0 Staff Development

8.1 Identifying staff development needs to enable those responsible for implementing the Board's anti-racism policy to have or develop the knowledge, skills and resources to carry out the mandate.

8.2 Implementing professional development programs based on identified needs to enable trustees and 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.

8.3 Providing 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 diverse perspectives and knowledges of in the curriculum.

8.4 Involving community groups and employee groups in the development and implementation of in-service programs and staff development programs.

8.5 Requiring all employees to broaden their knowledge of anti-racism and equity through courses, workshops and community consultation.

Procedure History

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