RACE RELATIONS, CROSS CULTURAL UNDERSTANDING, AND HUMAN RIGHTS
GOVERNANCE POLICY

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1. PRINCIPLES

1.1. The South Shore Regional Centre for Education (SSRCE) believes in, supports, and defends the rights of all school community members under the law.

1.2. The Race Relations, Cross Cultural Understanding, and Human Rights (RCH) Policy of SSRCE guides all members of the education community in areas of safety, dignity, and inclusion.

1.3. The SSRCE believes that racial, ethnic and/or human rights discrimination, harassment and/or bullying can have a detrimental effect on the places where people live, work, or receive services, even if it is not directed at an individual(s).

1.4. This policy applies to all students, employees, School Advisory Councils and other individuals and/or groups working with, or associated with the SSRCE in the education community. This includes other SSRCE policies, procedures, practices, properties, operations, functions, services, and staff training of, for, or related to the SSRCE, in any capacity and at all times.

1.5. The SSRCE recognizes that biases and discrimination exist within our society and are also present within our schools. Because of this, the SSRCE and its schools support an ongoing responsibility to understand and work toward eliminating all forms of racism, bias and discrimination.

1.6. Equity and freedom from discrimination are national ideals, defined and given to all Canadians by the Charter of Rights and Freedoms. The Charter, the Criminal Code of Canada, the Human Rights Act of Nova Scotia, and the Education Act of Nova Scotia encompass these same values and ideals. Acts by any individuals or groups that fail to meet these ideals breach the spirit of this policy and the national vision.

1.7. The SSRCE recognizes that all employees are role models in the educational process. Positive and authentic learning is brought to the educational experience when all employees reflect the demographic reality of the larger society.

1.8. The SSRCE develops and implements policies, procedures, and practices in employment, staff development, program development, and service delivery that advance equity in each and all sectors of the education community.

1.9. The SSRCE recognizes that it provides education for a diverse population while respecting and defending the rights of all in the education community to hold their individual values, beliefs, religions, cultural traditions, socio-economic status and spirituality without fear that they will be discriminated against.

1.10. Regardless of personal convictions, all employees are required to follow SSRCE policies and directives while acting on behalf of the SSRCE.

1.11. The SSRCE will not tolerate hate crimes, harassment, homophobic acts, or discrimination of any kind, and will vigorously enforce policy and regulations dealing with such matters. The SSRCE shall ensure all complaints under this policy have a timely and appropriate response without fear of reprisal.

1.12. The SSRCE supports, believes in, and promotes:

1.12.1. Safe, respectful and welcoming learning environments that advance equity and dignity for all in the education community.

1.12.2. Improved student achievement for all students.

1.12.3. Elimination of barriers that may prevent students, families or communities from being active members of school life.

1.12.4. Community partnerships, which aim to encourage the development of positive relationships and the elimination of all forms of discrimination.

1.12.5. A school system that partners, collaborates and is responsive to the needs of the diverse communities it serves.

1.12.6. Constructive dialogue and equitable practices with partners in the education community and in the broader community.

1.12.7. The development, support and implementation of curriculum and instructional practices that are inclusive and free from harmful bias for all learners.

1.12.8. The acknowledgement of the value and self-worth of all involved in the education community.

1.12.9. Educational services that value and celebrate diversity, and which generate acceptance and respect; where all involved in the education community have a responsibility to contribute to the creation of such an environment, and have a responsibility to actively support activities which promote such an environment.

1.12.10. Learning environments that affirm a learner's inherent right to dignity, security, and self-worth. (*Racial Equity Policy,* Department of Education and Early Childhood Development, (EECD) March 2002; and *Inclusive Education Policy* , (*EECD*)

1.12.11. An environment where all individuals have a voice.

1.12.12. A wide variety of learning programs and diverse resources to ensure students encounter an equitable representation with unbiased portrayals of all persons and groups within our society, which affirm dignity, security, respect and equity.

1.12.13. Opportunities for all staff to acquire cultural competency through knowledge, skills, attitudes and behaviours to effectively combat all forms of discrimination.

1.12.14. Professional development for all staff in the education community that will affirm and advance the principles and practices outlined in this policy, and which will provide understanding, sensitivity and competency to advance implementation of this policy.

1.12.15. An effective systematic network for communication and awareness around the RCH precepts and good practices.

1.12.16. Effective implementation of the SSRCE RCH policy, the provincial *Racial Equity Policy* and the provincial *Inclusive Education Policy* .

1.12.17. Assessment that affirms equity and provides access and opportunity for all students to all aspects of the learning community, programs, communication, and services.

1.12.18. Respect and value for a learner's first language.

1.12.19. Counselling, guidance, and career and personal planning that supports and considers a learner's race, culture, heritage, identity, orientation, experiences, perspectives, background, learning needs, and aspirations.

2. POLICY FRAMEWORK

2.1. This policy complies with the Nova Scotia Education Act and other related provincial acts and policies, including but not limited to:

2.1.1. Provincial *Racial Equity Policy*

2.1.2. Federal and Provincial *Human Rights Acts*

2.1.3. *Criminal Code of Canada*

2.1.4. Provincial *Inclusive Education Policy*

2.1.5. *Canadian Charter of Rights and Freedoms*

2.1.6. *United Nations Declaration of Human Rights*

2.1.7. Principles for Fair Student Assessment Practices for Education in Canada

2.1.8. Provincial *School Code of Conduct Policy*

2.1.9. EECD - *Guidelines for Supporting Transgender and Gender- nonconforming Students*

2.1.10. SSRCE Policy 630: *Respectful Workplace Policy*

2.1.11. EECD's Program Planning Process: A Guide for Parents and Guardians

3. AUTHORIZATION

3.1. The Regional Education Director is authorized to issue procedures in support of this policy.

RACE RELATIONS, CROSS-CULTURAL UNDERSTANDING AND HUMAN RIGHTS ADMINISTRATIVE PROCEDURES

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1. DEFINITIONS

1.1. **2SLGBTQIA+ -** stands for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer & Questioning, Intersexed, Asexual and additional sexual orientations and gender identities.

1.2. **African Canadian** is a person of Black African heritage who resides in Canada.

1.3. **African Nova Scotian** is a person of Black African heritage who resides in Nova Scotia.

1.4. **Anti-Racism Education** is critical pedagogy that places history, race, and inequity of power relations as the central components for discourse and redress. (*Racial Equity Policy,* EECD)

1.5. **Bias** is an opinion, preference, prejudice or inclination formed without reasonable justification, which influences the ability of an individual or group to evaluate a particular situation or resource objectively or accurately.

1.6. **Bisexual** is a term generally used to refer to people who are romantically and/or sexually attracted to people of both genders.

1.7. **Bullying** means behaviour, typically repeated, that is intended to cause or should be known to cause fear, intimidation, humiliation, distress, or other harm to another person's body, feelings,

self-esteem, reputation, or property, and can be direct or indirect, and includes assisting or encouraging the behaviour in any way. (*Provincial School Code of Conduct*)

1.8. **Bystander** is a person who is present when a bullying or other inappropriate activity takes place, and who does not intervene, either directly, or indirectly.

1.9. **Community Partnerships** are relationships between institutions and community groups where all the members are equal partners, where the experiences of community members are equally recognized, respected, and valued, and where all community members share in the decision-making process of the institutions. (*Racial Equity Policy,* EECD)

1.10. **Cross Cultural Understanding** means recognizing individual differences while gaining an appreciation, respect and knowledge of other cultures different from one's own.

1.11. **Cultural Competency** refers to the willingness and ability of a system to value the importance of culture in the delivery of services to under-served racial/ethnic groups. It also acknowledges the development and continued promotion of skills and practices important in clinical practice, cross-cultural interactions, and system practices among providers to ensure that services are delivered in a culturally competent manner.

1.12. **Culture** is the totality of ideas, beliefs, values, knowledge, perspectives, language, and way of life of a people who share a background based on history, experience, geography, or other factors. Culture is both the collective and individual lived experience and consequently may shift and may contain paradoxes, and even oppositional elements. (*Racial Equity Policy*, EECD*)*

1.13. **Cyberbullying** means any electronic communication through the use of technology including, without limiting the generality of the foregoing, computers, other electronic devices, social networks, text messaging, instant messaging, websites and electronic mail, typically repeated or with continuing effect, that is intended or ought reasonably to be expected to cause fear, intimidation, humiliation, distress, or other damage or harm to another person's health, emotional well-being, self-esteem, or reputation and includes assisting or encouraging such communication in any way. *(*Provincial *School Code of Conduct)*

1.14. **Discrimination/Discriminatory Behaviours** is any unfair treatment of a person or group based on: age; race; colour; religion; creed; sex; sexual orientation; gender identity; gender expression; physical disability or mental disability; an irrational fear of contracting an illness or disease; ethnic, national or aboriginal origin; family status; marital status; source of income; political belief, affiliation or activity; that individual's association with another individual or class of individuals having characteristics referred to in any of the afore mentioned items. (Nova Scotia Human Rights Act) Types of discrimination include, but are not limited to:

1.14.1. **Institutional Discrimination**, backed by institutional power, results in the effects of withholding and limiting access to the rights, freedoms, privileges, opportunities, benefits, and advantages that are available to other members of society. (Racial Equity Policy, EECD)

1.14.2. **Systemic Discrimination** includes policies, practices, and procedures that have an exclusionary impact on various groups of people with shared identities, including, but not limited to, race, age, disability, and/or gender. Institutional barriers, for example, job postings, hiring procedures, or unrealistic/irrelevant entrance

requirements may have an unintentional effect of excluding specific groups.

(Developed from definitions Racial Equity Policy, EECD)

1.15. **Employment Equity** is an approach designed to remove systemic barriers to equality of opportunity in employment by identifying and eliminating discriminatory policies and practices, redressing the effects of historic and continued discrimination, and affirming appropriate representation of designated groups. (*Racial Equity Policy*, EECD)

1.16. **Equitable Environment** is one in which everyone can see, hear, and feel the implementation of equity and where everyone acts according to the principles of equity and social justice. (*Racial Equity Policy,* EECD)

1.17. **Equity** in education refers to the absence of systemic inequality in educational outcomes between social groups who have different levels of advantage or disadvantage because of their age, race, colour, religion, creed, sex, gender, sexual orientation, physical or mental disability, ethnic, national or indigenous origin, family status, income, or political belief, affiliation or activity.

1.18. **Equity Education** is the critical pedagogy around equity concepts, practices and barriers.

1.19. **Equity Programming** is programming designed to remove barriers to equity by identifying and eliminating discriminatory policies and practices. Such programming is intended both to redress the effects of historic injustice and to prevent inequities. (*Racial Equity Policy,* EECD)

1.20. **Ethnic** is an adjective used to describe groups that share a common language, race, religion, or national origin. (*Racial Equity Policy,* EECD)

1.21. **Ethnocultural Group** is a group of people who share a particular heritage or background. Every Canadian belongs to an ethnic group. (*Racial Equity Policy,* EECD)

1.22. **Equity Team** refers to the individuals at each school site, who are chosen or who volunteer to be on the team available for receiving and communicating RCH-related information in order to assist the population at that site in its quest to remain knowledgeable about RCH-related knowledge, barriers, developments, etc.

1.23. **Evaluation** means a judgment made about the value of information or data. (*Racial Equity Policy,* EECD)

1.24. **First Nations** people are descendants of the original inhabitants of Canada who lived here for many thousands of years before explorers arrived from Europe.

1.25. **Gay** is the term referring to a man who is romantically and/or sexually attracted to other men. It is sometimes used to refer to the general LGBTTTQI community, but most often refers to just gay men. (*Gay and Lesbian Educators of BC; Resources – Vancouver BC School Board Policies*)

1.26. **Gender Expression** is a way in which people present their own sense of gender to society. Your gender identity is what you know yourself to be, and your gender expression is how you present or show your gender to the world and how your gender is understood by the world. (EECD – *Guidelines for Supporting Transgender and Gender- nonconforming Students)*

1.27. **Gender Identity** is a person's internal sense of being male, female, both, or neither. Gender identity refers to a person's internal experience that cannot be determined by others. A person's gender identity is different from their sexual orientation. (EECD– *Guidelines for Supporting Transgender and Gender-nonconforming Students)*

1.28. **Harassment** is a course of vexatious conduct or a comment that is known or ought reasonably to be known to be unwelcome. Harassment includes any objectionable act, comment, joke or display that demeans, belittles, threatens, intimidates or cause personal humiliation or embarrassment. Harassment is a lack of friendliness that is so persistent or intense and individualized that it constitutes shunning. Harassment may be verbal, psychological, physical, written, or electronic. (SSRCE Policy 630*: Respectful Workplace*)

1.29. **Hate Crime** is a criminal offence committed against a person or property, the motive for which is based in whole or in part upon the person(s) harmed 's race, religion, nationality, ethnic origin, gender, disability or sexual orientation (*Halifax Police Department*). "Communication of statements in any public place that might incite hatred against any identifiable group where such an incitement is likely to lead to a breach of the peace." (*Criminal Code, Sections 318, 319*)

1.30. **Hate Propaganda** means any writing, sign or visible representation that advocates or promotes genocide or the communication of which by any person would constitute an offence under Section 319, Section 320 *Criminal Code of Canada*.

1.31. **Heterosexism** is the belief in the exclusive normalizing of heterosexuality and the expression of this belief in societal institutions and practices that deny, denigrate, or stigmatize non-heterosexual forms of behaviour, identity, relationship, or community. Denying same-sex couples the rights to marry or to receive spousal benefits are examples of practices that are considered “heterosexist.” (*Human Rights and Diversity Newsletter. McMaster University. June, 2005*)

1.32. **Homophobia** is the irrational fear or hatred of, aversion to, and/or discrimination against someone because of their sexual orientation, which can manifest itself in negative verbal language, prejudicial thinking or violence directed at the person.

1.33. **Homophobic Bullying** is bullying that focuses upon a person’s sexual orientation or perceived sexual orientation.

1.34. **Homophobic Incident** is an incident of unacceptable behaviour, which is homophobic in nature.

1.35. **Human Rights** are the equal and inalienable rights of every person to inherent dignity and equality. (*Racial Equity Policy,* EECD)

1.36. **Identifiable Group** means any section of the public distinguished by colour, race, religion, national or ethnic origin, age, sex, sexual orientation or mental/physical disability. (Criminal Code of Canada: Section 318 (4))

1.37. **Inclusion** is actions taken to ensure that students, staff, parents and school community members feel they belong, are engaged and connected through their participation in classrooms, schools, and the SSRCE. Inclusion facilitates the membership, participation, and learning of all students in school programs and activities.

1.38. **Indian** is the term formerly used to denote First Nations people. Its use is no longer appropriate to reference people of First Nations descent.

1.39. **Indigenous Peoples** include the First Nations, Inuit, and Métis peoples of Canada, as defined by the Canadian Charter of Rights and Freedoms.

1.40. **Instigator** is a person who is responsible for encouraging, provoking, or carrying out of an inappropriate behaviour.

1.41. **Institutional Racism** is an exercise of notions of racial superiority by social institutions through their policies, procedures, practices, and organizational culture and values, either consciously or unconsciously. Institutional racism results in the unequal treatment of, or discrimination against, individuals or groups, with non-dominant identities. (*Racial Equity Policy,* EECD*)*

1.42. **Intersex** refers to persons that are born with a range of natural variations in their sex characteristics that don't fit the typical definition of male or female, including sexual anatomy, reproductive organs or chromosome patterns.

1.43. **Inuit** are people who live near the Arctic. Their homeland stretches from the northeastern tip of Russia across Alaska and northern Canada to parts of Greenland. The name Inuit, which means "the people" or "real people," comes from a language called Inuit-Inupiaq. The singular of Inuit is Inuk, which means "person."
(Government of Canada: *Canadian Arctic Profiles*)

1.44. **Lesbian:** A woman who is romantically and/or sexually attracted to other women.
(*Gay and Lesbian Educators of BC; Resources - Vancouver BC School Board Policies*)

1.45. **Métis** is the term referring to "a person, who self-identifies as Métis, is of historic Métis Nation ancestry, is distinct from other Indigenous peoples and is accepted by the Métis Nation." (Government of Canada)

1.46. **Mi'kmaq** are the First Nations people of Nova Scotia, New Brunswick, Prince Edward Island, and part of Gaspé, Quebec. (*Racial Equity Policy*, EECD)

1.47. **Multicultural Education** includes curriculum and pedagogy that recognizes and values the experiences and contributions of all cultural groups. In Canada, multicultural education seeks the inclusion of all racial and cultural groups that have contributed to the creation of vibrant multiracial, multicultural, multilinguistic, pluralistic Canada. (*Racial Equity Policy,* EECD)

1.48. **Prejudice** is the process of pre-judging a person or group negatively, usually without adequate evidence or information. Frequently, prejudices are not recognized as false or unsound assumptions. Through repetition they come to be accepted as "common-sense notions" and, when backed up with power, result in acts of discrimination and Oppression. (*Racial Equity Policy,* EECD)

1.49. **Questioning** (related to 2SLGBTQIA+) refers to people who are in the process of questioning their sexual orientation. (*Gay and Lesbian Educators of BC; ResourcesVancouver BC School Board Policies)*

1.50. **Race** is a classification of humankind into groups of people of common ancestry, distinguished by physical characteristics such as skin colour, shape of eyes, hair textures, or facial features. (*Racial Equity Policy*, EECD)

1.51. **Race Relations** are actions taken to promote positive race relations and racial equality by eliminating racism arising from prejudicial attitudes and systemic barriers.

1.52. **Racial Incident** is a situation of unacceptable behaviour having racially inappropriate components.

1.53. **Racism** is prejudice or discrimination stemming from beliefs in superiority and the ability to exert power over a person or a group because of differences of racial, cultural, or ethnic background. (*Racial Equity Policy, EECD)*

1.54. **Racist Behaviour** includes using racial/cultural slurs, engaging in racial/ ethnic name-calling or actions, or inciting others to use racist language or engage in racist behaviours. (Provincial *School Code of Conduct)*

1.55. **School Members** refers to students and all adults whose roles or jobs place them in contact with the students in school settings and school activities. School members include students, parents, principals, teachers, all staff employed by the SSRCE to provide services at the school, School Advisory Councils, volunteers, visitors, and any persons who have contact with students and staff. (Provincial *School Code of Conduct Policy*)

1.56. **Sexual Assault** is any sexual touching or contact without consent as defined by the Criminal Code of Canada. (Provincial *School Code of Conduct Policy*)

1.57. **Sexual Harassment** is any objectionable, coercive, or irritating comment, communication, action, or attention of a sexual nature that is directed to a person or persons by someone who knows, or ought reasonably to know, that such actions are unwelcome; action or communications with a sexual connotation or component that creates an intimidating, demeaning, or offensive work or school environment, even if it is directed to no person in particular. (Provincial *School Code of Conduct Policy*)

1.58. **Sexual Misconduct** includes any behaviour of a sexual nature or connotation that is deemed inappropriate or unacceptable at school or during any school-related activity. (Provincial *School Code of Conduct Policy*)

1.59. **Sexual Orientation** is to whom we are emotionally or physically attracted. Everyone has a sexual orientation; some of the most common identities are bisexual, gay, lesbian, queer, and straight (but there are more, like asexual and pansexual). Someone's sexual behaviour does not necessarily tell us about that person's sexual orientation, or vice versa. (EECD – *Guidelines for Supporting Transgender and Gender-nonconforming Students)*

1.60. **Social Class** is a hierarchical social order or society based on wealth accessed, acquired, exercised, controlled and maintained through family, occupation, ownership or property/resources, and financial/political powers. (*Racial Equity Policy,* EECD)

1.61. **Social Justice** is a concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, judicial, institutional, and moral freedoms and responsibility of that society. (*Racial Equity Policy,* EECD)

1.62. **Social Media** refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. Social networks and other online media are great tools for engagement and two-way communication, but given the nature of this two-way, real-time communication, there is the potential for significant risks associated with inappropriate use.

1.63. **Socioeconomic** is defined as involving social and economic factors. (*Racial Equity Policy,* EECD*)*

1.64. **Stereotype** is the result of attributing unfounded characteristics of a group to all of its members. Stereotyping exaggerates the uniformity within a group and the differences among groups. (*Racial Equity Policy,* EECD)

1.65. **Transgender and Transsexual** can be used as an umbrella term to include people who overlap (or move beyond) rigid gender definitions, or people whose gender does not conform to social expectations. People can also use transgender as an identity to mean that their gender identity

does not match the sex they were assigned at birth. (EECD - *Guidelines for Supporting Transgender and Gender-nonconforming Students)*

1.66. **Two-Spirit** refers to Indigenous people who identify themselves as two-spirited rather than as bisexual, gay, lesbian, or transgender. Two-spirit implies the embodiment of both masculine and feminine spiritual qualities within the same body. (EECD – *Guidelines for Supporting Transgender and Gender-nonconforming Students)*

2. BULLYING

2.1. The SSRCE shall ensure all complaints of bullying have a timely and appropriate response without fear of reprisal.

2.2. All incidents identified as bullying, as defined in Section 1, will follow the process outlined under Section 17 of this policy, *Investigation Guidelines for Incident(s*).

3. COMMUNITY RELATIONS

3.1. The SSRCE shall:

3.1.1. Engage in outreach and consultation processes with diverse partners (i.e. Elders and knowledge holders).

3.1.2. Promote community connections for the purpose of diversity awareness and dialogue.

3.1.3. Engage community members to actively be a resource to the teaching and learning with respect to the intentions of this policy.

4. EQUITABLE COUNSELLING

4.1. The SSRCE shall:

4.1.1. Expect that all in-service training, professional activities, and acquisition of resources to support the direction, delivery and evaluation of school counselling programs reflect and advance equity for all learners.

4.1.2. Identify and prioritize the needs of students from marginalized communities with an emphasis on Indigenous, Black African Ancestry and visible Ethno-cultural students.

4.1.3. Collaborate with the EECD to:

4.1.3.1. Provide staff development for all teachers and school counsellors to enhance their ability to provide counselling that reflects and enhances equity.

4.1.3.2. Support guidance and counselling processes that enable families, learners, and community groups to identify needs for counselling and guidance that are reflective of the community's diversity.

4.1.3.3. Encourage educators to be sensitive to diverse cultures when consulting with families regarding their child's current educational achievement, progress and future career plans, as well as recognize and address barriers that diverse cultures may face.

5. CURRICULUM

5.1. The SSRCE shall:

5.1.1. Comply with the Nova Scotia Public School Program.

5.1.2. Provide regional staff, school administration, teachers, library technicians/clerks,

5.1.3. School Advisory Council members and all other staff with training in cultural

5.1.4. competence and bias evaluation, when and where appropriate to ensure materials and resources are in accordance with this policy, and both the EECD's *Racial Equity Policy* and *Inclusive Education Policy*.

5.1.5. Actively support and encourage the delivery of curriculum by its teachers, which reflects and teaches the precepts of the SSRCE RCH policy and both the EECD's *Racial Equity Policy* and *Inclusive Education Policy*.

5.1.6. Actively support schools and staff in selecting, purchasing and sharing of RCH resources beyond those provided centrally.

5.1.7. Incorporate across all curricula, critical literacy perspectives that empower learners to identify, challenge, and address racial, cultural, and human rights barriers in language usage and text.

5.1.8. Consult with appropriate groups, in the review and development of support materials to meet curricular outcomes as they relate to this policy, and both the EECD's *Racial Equity Policy* and *Inclusive Education Policy*.

5.2. **Sensitive Topics in Schools**

5.2.1. The SSRCE recognizes that families, communities and religious groups hold divergent views on the teaching of sensitive topics within the Public School Program and will be responsive with instruction in the classroom recognizing the rights, values and beliefs of students and their families.

5.2.2. SSRCE shall make every appropriate attempt to ensure resources used in schools are compliant with the *Resource Evaluation – Educator Review* and aligned with Nova Scotia Provincial curriculum outcomes.

6. ENVIRONMENT AND EMPLOYEES

6.1. The SSRCE shall:

6.1.1. Commit to employment practices in each sector that advance equity, and that ensure the staff demographic reflects that of the larger community and society.

6.1.2. Ensure that all staff, students, and School Advisory Councils are familiar with the SSRCE Policy 225 and that the policy and procedures are reviewed annually at orientation sessions.

6.1.3. Support an environment where the non-discriminatory individual expression of faith by students and staff is accepted and that the expression of faith by students or staff in SSRCE will be neutral or positive in nature.

6.1.4. Provide encouragement and opportunities for training for all staff, students, and school advisory councils to develop their knowledge, awareness and competency in the areas of anti-racism, race relations, cross-cultural understanding and human rights.

6.1.5. Provide encouragement for staff and students to develop and/or identify bias-free materials for educational needs. (EECD's *Racial Equity Policy* and *Inclusive Education Policy*).

6.1.6. Mandate to all administration in the SSRCE the responsibility of providing leadership in and active support for the SSRCE's Policy 225 RCH.

6.1.7. Encourage administration to work in conjunction with School Advisory Councils to ensure the equity of resources and opportunities provided at the school, including accessibility to programs, school activities, sports, trips or cultural events.

6.1.8. Ensure that all materials, procedures and questions used when interviewing potential staff be consistent with the principles of the SSRCE Policy 225 RCH and both EECD's *Racial Equity Policy* and *Inclusive Education Policy*.

6.1.9. Dedicate a component of professional evaluation and assessment to race, culture and human rights understanding.

6.1.10. Expect that all employees, regardless of their personal or philosophical beliefs, comply with and support SSRCE's Policy 225 RCH and all other SSRCE policies while in the employ of the SSRCE.

7. HATE CRIMES AND PROPAGANDA

7.1. Schools shall treat hate crimes in accordance with the Provincial *School Code of Conduct* and Criminal Code of Canada.

7.2. The SSRCE has obligations under the Criminal Code of Canada (Sections 318, and 319), which labels criminal any direction of hate propaganda toward an identifiable group where everyone who, by communicating statements in any public place, incites hatred against any identifiable group when such incitement is likely to lead to a breach of the peace.

7.3. For matters covered under the Criminal Code:

7.3.1. In the case where hate propaganda is found or where employees witness the distribution of hate propaganda, a report will be made immediately to the school principal, who will call the appropriate law enforcement agency and notify the Regional Executive Director.

7.3.1.1. The material should not be touched, but left for police investigation. The area shall be secured, where possible.

7.3.1.2. After consultation with local law enforcement, hate propaganda or other evidence found shall be documented/photographed and secured. The documentation shall be for school records and may be used in a criminal investigation.

7.3.1.3. In the case where police are involved, employees who witness the distribution of hate propaganda or who find it on the school site shall fully cooperate with investigating officers.

7.3.1.4. All incidents shall be documented by the principal and involved witnesses and the reports forwarded to the Regional Executive Director, the Director of Programs and Student Services, and the SSRCE RCH Division.

7.3.1.5. The report shall include a description of the type of hate propaganda, the method of communication, the procedure involved and actions taken. "Communicating" includes communicating by using social media or by any

other electronic means, (i.e., by cellphone, broadcasting or any other audible or visible means.)

8. 2SLGBTQIA+

8.1. The SSRCE expects all staff to learn to identify and remove discriminatory attitudes and behaviors, work to eliminate the individual and systemic inequities and barriers to learning and accept persons who identify as Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer & Questioning, Intersexed, Asexual, and additional sexual orientations and gender identities. (2SLGBTQIA+)

8.2. The SSRCE expects the education community and its partners to actively utilize resources in all of its forms to model positive 2SLGBTQIA+ equity.

8.3. The SSRCE expects administration and leaders to commit to the inclusion of related educational processes as a consistent part of professional development and student awareness as identified in the Provincial *Inclusive Education Policy* and *Guidelines for Supporting Transgender and Gender-nonconforming Students*.

8.4. The SSRCE expects administration and educational leaders to commit to hearing, seeing and understanding 2SLGBTQIA+ youth and their designated support groups, and commit to taking concrete actions to make schools safe and equitable with respect for members of the 2SLGBTQIA+ community.

8.5. The SSRCE is committed to securing available school counselors with a skillset and knowledge to support students who identify as 2SLGBTQIA+.

8.6. The SSRCE shall not condone practices, which premise may be to "heal" or change the sexual identity of an individual.

8.7. The SSRCE shall support the opportunity for all educators to be educated in the knowledge and skills required to support 2SLGBTQIA+ students, staff and families to address barriers. SSRCE employees shall be informed of and updated on policies with respect to human rights, homophobia, transphobia, hate literature, discrimination, and harassment.

8.8. The SSRCE supports endeavours that are intended to advance the elimination of hate literature, discrimination, and harassment. SSRCE condemns actions that erase, marginalize or discriminate against 2SLGBTQIA+ students, staff and families and SSRCE supports ongoing monitoring of any possible barriers to seek solution-based processes to improve these situations.

8.9. Staff and administration are expected to be responsive to 2SLGBTQIA+ students, staff, families and community members. Regardless, of personal convictions, SSRCE staff are expected to act in accordance with all SSRCE policies.

8.10. The SSRCE believes in sexual orientation/gender identity equity for all.

8.11. All schools are encouraged to incorporate needs of 2SLGBTQIA+ students in their school policies and in their student success plan or school improvement plan.

8.12. Schools will specifically distinguish and deal with the prohibition of all discriminatory language and behaviours toward 2SLGBTQIA+ students.

8.13. In accordance with the equity advancements made by the EECD, the SSRCE is committed to enabling 2SLGBTQIA+ youth to see themselves and their lives reflected in the curriculum. Resources will be selected and used in order to promote critical thinking and accurately reflect the range of 2SLGBTQIA+ communities.

8.14. The SSRCE shall provide and support ongoing staff development and education around 2SLGBTQIA+ related information and barriers to enable staff to deliver an inclusive curriculum, adhering to the EECD *Inclusive Education Policy* .

8.15. The SSRCE shall work to create partnerships that ensure effective participation in the education process and support student programs/groups by representative and inclusive organizations of 2SLGBTQIA+ communities.

8.16. The SSRCE shall encourage school advisory councils to reflect the diversity of the Region. SACs are encouraged to engage in dialogue with openly identified 2SLGBTQIA+ and their support organizations.

8.17. The educational leadership in schools and the SSRCE regional staff shall recognize the importance of appropriate curriculum aligned SSRCE activities undertaken to support and to protect 2SLGBTQIA+ members of the educational community.

8.18. All incidents that erase, marginalize, discriminate or are hurtful or harmful to 2SLGBTQIA+ individuals or communities shall be addressed in a timely and appropriate manner and will follow the process outlined under Section 16 of this policy.

9. LEARNING ENVIRONMENT

9.1. With respect to all programs and services provided by the EECD and the SSRCE, the SSRCE shall:

9.1.1. Promote and advance diversity through activities, materials, and resources for use in our education and training system that reflects the principles contained in this policy.

9.1.2. Expect that all SSRCE programs and services provide safe and supportive learning environments and respect the rights of all.

9.1.3. Collaborate with the EECD to:

9.1.3.1. Address racial, ethnic, gender identity, sexual orientation and other human rights harassment, bullying and other forms of violence, and ensure that they include support for the person(s) harmed as well as appropriate education and sanctions for the instigators and harassers.

9.1.3.2. Promote equity, respect, and diversity, through ongoing experiences, activities, and events.

9.1.3.3. Implement mandatory training at all levels to enhance the competency of all SSRCE employees to create environments that advance racial, ethnic, identity, sexual orientation, and other human rights equities.

10. LEARNER'S FIRST LANGUAGE

10.1. Whereas a learner's first language is an integral part of the learner's racial and cultural identity and valuing a learner's first language's contribution to a positive learning environment for the learner, the SSRCE shall:

10.1.1. Value a learner's first language and enable the learner to build on prior linguistic knowledge.

10.1.2. Collaborate with the Department of Education and Early Childhood Development to support training for teachers to implement instructional practices that value students' first languages.

11. INSTRUCTIONAL PRACTICES

11.1. The SSRCE, with its designates, shall:

11.1.1. Support classroom instructional practices that reflect diverse student backgrounds, experiences, perspectives and learning styles.

11.1.2. Actively select and introduce inclusive curriculum resources, that support this policy and both the EECD's *Racial Equity Policy and Inclusive Education Policy* and *Guidelines for Supporting Transgender and Gender-nonconforming Students*.

11.1.3. Integrate diverse classroom experiences and learning opportunities from within the learning environment and from within community resources.

11.1.4. Acknowledge the contributions of diverse individuals in Canadian Society from a variety of backgrounds.

11.1.5. Incorporate the principles of anti-racist and anti-discriminatory education.

11.1.6. Expect anti-discriminatory practices be part of assessment processes.

12. SSRCE POLICY DEVELOPMENT

12.1. The RCH Division or RCH Senior Team Representatives are responsible to advise and to recommend changes, when appropriate, to ensure that the SSRCE policies are culturally inclusive, culturally responsive and written in gender- inclusive language.

13. PROFESSIONAL DEVELOPMENT

13.1. The SSRCE shall:

13.1.1. Expect professional development in the areas of anti-racist, anti-discriminatory and equity education and ensure that this is a continued high priority through ongoing programs for all staff.

13.1.2. Expect all staff to pursue opportunities in areas related to RCH and equity education.

13.1.3. Strongly encourage staff to attend conferences, workshops, and seminars related to RCH and equity education.

13.1.4. Require administrators to make concerted efforts to update their staff in the area of curriculum barriers related to RCH and equity education, as prescribed by the EECD.

13.1.5. Encourage Student Success Plan (SSP) goals that integrate RCH and equity education.

13.1.6. Provide appropriate material to staff to enhance and inform the aims of this policy.

13.1.7. Encourage staff to continue their own growth to become familiar with learning strategies which promote the aims of this policy.

13.1.8. Encourage staff to make ongoing and continuous improvements in use of community agencies as resources to expand their knowledge of diverse populations.

13.1.9. Expect that the concepts of this policy be incorporated into teachers' and principals' individual growth plans and reflected in scheduled evaluation.

14. RCH EQUITY TEAM

14.1. Each school shall establish a team to act as the Equity Team for all RCH matters within the school.

14.2. The principal shall introduce the RCH Equity Team to the school community and explain their role.

14.3. The RCH Equity Team shall:

14.3.1. Be familiar with this Policy 225, its Administrative Procedures and the Policy Framework (Policy, Section 2) that support Policy 225.

14.3.2. Participate in training sessions organized by the SSRCE RCH Division or the EECD to gain instruction in awareness and competencies related to Policy 225, and share this learning with their school staff.

14.3.3. Assist their school in developing programs that reflect the principles and policies of the SSRCE Policy 225 and the EECD's *Racial Equity Policy*, *Inclusive Education Policy*, and *Guidelines for Supporting Transgender and Gender-nonconforming Students*

14.3.4. Work with school administration and other regional SSRCE staff to secure necessary support resources.

14.3.5. Review with the school principal the school's plan for RCH awareness.

14.3.6. Support the educational leadership in schools to support staff development of awareness and competencies surrounding the RCH Policy 225 - topics (i.e. cultural competencies) and tools (such as bias evaluation instruments).

14.3.7. Assist in providing appropriate educational experiences to students returning to school from suspensions related to RCH offences.

14.3.8. Support the documentation of any incident(s) related to and outlined in Policy 225 in collaboration with the school administration and/or SSRCE RCH Division.

15. INCIDENTS OF RACIAL, CULTURAL AND HUMAN RIGHTS DISCRIMINATION, HARASSMENT AND BULLYING

15.1. The SSRCE shall ensure all RCH complaints receive a timely and appropriate response without fear of reprisal.

15.2. Schools shall treat incidents of racism, discrimination, harassment and bullying as unacceptable behaviour as identified in the Provincial *School Code of Conduct* and shall follow all such processes outlined within the Provincial *School Code of Conduct*.

15.3. Any questions around a respectful workplace with regards to employees may also be referred to SSRCE Policy 630: Respectful Workplace for investigation.

16. COMPLAINT PROCESS FOR INCIDENTS OF RACIAL, CULTURAL AND HUMAN RIGHTS DISCRIMINATION, HARASSMENT AND BULLYING

16.1. Any individual (including staff) in our school communities can report an incident of Racial, Cultural and Human Rights Discrimination, Harassment, and Bullying. All incidents will be looked into in a timely and appropriate manner.

16.2. Students and/or family members shall first report the incident to a person with whom they feel comfortable at the school level, such as a staff member, school counsellor, the Equity Team, school administrator, etc.

16.3. Any incident(s) involving SSRCE staff may be referred to the Human Resources Division for support or mentoring regarding the investigation.

16.4. If the incident(s) is between staff members than Human Resources staff should be notified and someone trained in investigation techniques will be able to support the investigation.

16.5. School employees who have received a complaint shall immediately inform their school administration of the complaint. The school Equity Team may also be notified within the process and introduced to students involved in an incident.

16.6. The school administration shall:

16.6.1. Inform school staff and students, being considerate of age appropriateness, of the RCH policy, its principles and procedures at the start of the school year.

16.6.2. Make Policy 225 available on the school's website at the opening of the school year to all students, staff, families, and others within the school community.

16.6.3. Make School Advisory Council's (SAC's) aware of Policy 225 and their Council's responsibilities at the opening of the school year with respect to racial, cultural, and human rights discrimination, harassment, and bullying.

16.7. In responding to a reported incident, the school administration shall:

16.7.1. Consider the incident, address and support the current need(s) of the student(s) and or the family bringing the complaint forward.

16.7.2. Attempt to resolve any complaint for individual(s) bringing the complaint forward.

16.7.3. Be the primary investigator of any incident related to RCH, with the exception of staff to staff incidents that have been referred to the Human Resources Division. Human Resources staff can also be involved in staff to student incidents

16.7.4. Investigate, in a timely manner, the complaint following the *Investigation Guidelines* in *Procedure 17* or if referred to Human Resources the *Respectful Workplace Policy* will be followed.

16.7.5. For incidents of Sexual Assault and/or Harassment, if the complaint involves a possible criminal offence, the matter must be referred to the Department of Community Services and/or referred to the appropriate policing authority.

16.7.6. Contact the appropriate authorities and/or supports when applicable.

16.7.7. Inform and update the complainant's and the respondent's families where appropriate.

16.7.8. Report the incident and status of investigation to the SSRCE RCH Division and if appropriate, the Director of Programs and Student Services and/or Regional Executive Director.

16.7.9. Inform all staff members, students, volunteers, and support persons that all incidents must be reported to the office as soon as they occur, including incidents occurring to and from school. Should an incident occur during an extra-curricular or other school-sponsored activity outside the regular school day, it must be reported to the principal, or designate, by the individual responsible for the activity immediately.

16.7.10. Assist in arranging follow-up supports for individuals involved.

16.7.11. Support the person(s) harmed by the incident.

16.7.12. Upon identifying incidents as unacceptable behaviour(s), follow all such processes outlined within the Provincial *School Code of Conduct* including, but not limited to, entering the incident in the incident tracking system, PowerTeacher/PowerSchool.

16.7.13. Notify the RCH Division that an incident has been added in PowerTeacher/PowerSchool by email or phone within 24 hours.

16.8. In responding to a reported incident, the SSRCE RCH Division, the Director of Programs and Student Services, the Regional Executive Director or designate, shall:

16.8.1. Support the principal, or designate, staff, student(s)/families and communities of the school.

16.8.2. Along with the school administration, shall:

16.8.2.1. Determine what investigation is needed, how it will be done and by whom it shall be conducted.

16.8.2.2. Support the school staff and administration through such efforts as education processes, support speakers, programs, etc., in agreement with staff and administration.

16.8.3. Support re-integrative education processes for students following RCH-related suspensions.

16.8.4. Support and ensure the reporting and documentation of RCH incidents.

16.9. In responding to a reported incident, the school Equity Team may, along with the administration:

16.9.1. Support re-integrative education processes for students following RCH-related incidents with appropriate time allowed during the school day.

16.9.2. Support and/or ensure the documentation of reported RCH incident(s).

16.9.3. Enter the incident in the incident tracking system, PowerTeacher/PowerSchool.

16.9.4. Notify the RCH Division that an incident has been added in PowerTeacher/PowerSchool by email or phone within 24 hours.

16.10. In responding to a reported incident, the school staff:

16.10.1. Shall immediately intervene, report and/or document any incident of discrimination, harassment or bullying to the school administration.

16.10.2. Shall enter the incident in the incident tracking system, PowerTeacher/ PowerSchool.

16.10.3. Shall notify the RCH Division that an incident has been added in PowerTeacher/PowerSchool by email or phone within 24 hours.

16.10.4. Play a proactive role in demonstrating and promoting awareness and respect among all students.

16.10.5. Actively utilize curriculum in all of its forms to model positive respect for the bodies, sexuality and dignity of others.

16.10.6. Ensure that all pedagogical practices promote and support positive race relations, cross-cultural, human rights, and equity understanding/education.

16.10.7. Support the person(s) harmed in such incidents.

17. INVESTIGATION GUIDELINES FOR AN INCIDENT

17.1. Carefully review any complaint submitted by a complainant.

17.2. For incidents of Sexual Assault and/or Harassment, if the complaint involves a possible criminal offence, the matter must be referred to Department of Community Services and/ or will be referred to the appropriate policing authority.

17.3. Contact the families where safe and/or appropriate.

17.4. If the principal believes that the act(s) contravene the Criminal Code, then the appropriate policing agency shall be contacted.

17.5. The school administration will interview as soon as possible, the following:

a. complainant,
b. alleged offender (respondent),
c. each witness
d. and any other relevant person(s)

17.6. A record shall be kept of these interviews.

17.7. Depending on the information obtained from witnesses and other relevant persons, the investigator may wish to re-interview the complainant or the alleged offender to seek clarification or additional information.

17.8. During the interviews, the investigator shall listen carefully, keep an open mind, and pay particular attention to:

- WHO – individuals involved (complainant, alleged offender, witness, etc.)
- WHAT – nature of complaint (sexual advance(s), language, innuendo, etc.)
- WHEN – dates and times (exact, if possible)
- WHERE – location(s) (exact, if possible)
- WHY – the context surrounding the incident
- HOW – did the complainant respond to the alleged offender (negativity, verbal, writing)

17.9. The school administration shall reassure the person harmed and the family that the school is investigating the incident and shall support the person(s) harmed.

17.10. School administration shall make arrangements for the emotional and physical safety of the person(s) harmed.

17.11. The school administration shall inform the family of the respondent that their child has admitted responsibility and the consequences/educational action taken as indicated in the Provincial *School Code of Conduct*.

17.12. If witnesses are found and support the harmed person(s) claim, this is to be considered in determining responsibility.

17.13. If no witnesses can be found and the alleged offender refuses to accept responsibility, the school administration shall contact the family of the alleged offender and inform them of the incident. An appropriate response to address the incident will be given.

17.14. Responses to incidents will be culturally responsive and sensitive in order to equitably support individuals and who they are.

17.15. The school administration shall document any RCH incident in PowerTeacher/ PowerSchool. Indicate the details, the results of the investigation, and recommendations for further action. All are to be included in this form and the form must be filled in.

17.16. Notify the RCH Division that an incident has been added in PowerTeacher/PowerSchool by email or text within 24 hours.

18. DELIVERABLES

18.1. SSRCE RCH Division shall present the following reports to the Regional Executive Director outlining:

18.1.1. RCH incidents bi-annually (January and June)

18.1.2. PD sessions provided at the Regional and school levels annually

18.1.3. Number of self-identified applicants and hires annually

19. RESPONSIBILITIES

19.1. It shall be the responsibility of the Regional Executive Director to ensure these administrative procedures are followed.