

RACE RELATIONS, CROSS CULTURAL UNDERSTANDING, AND HUMAN RIGHTS

GOVERNANCE POLICY

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1.0 PRINCIPLES

- 1.1. The South Shore Regional School Board (SSRSB) believes in, supports, and defends the rights of all school community members under the law.
 - 1.1.1. The Race Relations, Cross Cultural Understanding, and Human Rights (RCH) Policy of SSRSB guides all members of the education community in areas of safety, dignity, and inclusion.
 - 1.1.2. This policy applies to all School Board Members; employees; students; and individuals and/or groups working with, or associated with the SSRSB in the education community. This includes other policies, procedures, and practices; properties, operations; functions; services; and staff training of, for, or related to the SSRSB, in any capacity and at all times.
- 1.2. The SSRSB opposes all forms of harassment by any member of its education community, or anyone associated with the SSRSB in any capacity.
- 1.3. The SSRSB recognizes that all employees are models in the educational process. Positive and authentic learning is brought to the educational experience when all levels of employment reflect the demographic reality of the larger society.
- 1.4. The SSRSB 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.
- 1.5. The SSRSB recognizes that it provides education for a diverse population where its students and families belong to and hold different religions, belief systems, and spirituality.
- 1.6. The SSRSB supports and defends the rights of all in the education community to hold their individual values, beliefs, religions and spirituality without fear that they will be discriminated against.
- 1.7. Equality, 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.
- 1.8. The SSRSB will not tolerate hate crimes, harassment, homophobic acts, or discrimination, and will vigorously enforce policy and regulations dealing with such matters. The SSRSB shall ensure all complaints of harassment have an immediate and significant response without fear of reprisal.

- 1.9. The SSRSB supports, believes in, and promotes:
 - 1.9.1. Safe, respectful and welcoming learning environments that advance equity and dignity for all in the education community.
 - 1.9.2. Understanding and harmony among and between staff, students, and all involved in the education community and in the broader community.
 - 1.9.3. The support of community partnerships, which aim to encourage the development of positive relationships and eliminate all forms of discrimination.
 - 1.9.4. Partnerships and collaboration between the education community and all forms of social communities.
 - 1.9.5. Constructive dialogue and equitable practices with partners in the education community and the in the broader community.
 - 1.9.6. The development, support and implementation of curriculum that is inclusive and free from harmful bias.
 - 1.9.7. The acknowledgement of the value and self-worth of all involved in the education community.
 - 1.9.8. 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.
 - 1.9.9. Learning environments that affirm a learner's inherent right to dignity, security, and self-worth (Racial Equity Policy, Department of Nova Scotia, March 2002.)
 - 1.9.10. The active participation of members of all cultural, ethnic and diverse groups including those marginalized by poverty and socioeconomic status, in the daily activities of school life.
 - 1.9.11. An atmosphere where individuals of all socioeconomic statuses are heard equally.
 - 1.9.12. A wide variety of learning programs and resources to ensure students encounter an unbiased portrayal of all persons and groups within our society, and which affirm dignity, security, respect and equity.
 - 1.9.13. Opportunities for all staff to acquire knowledge, skills, attitudes and behaviors to effectively combat all forms of racial and human rights discrimination – be it individual or institutional.
 - 1.9.14. 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 skills to advance implementation of this policy.
 - 1.9.15. An effective systematic network for communication and awareness around the RCH precepts and good practices.
 - 1.9.16. Effective implementation of the RCH policies and the provincial Racial Equity Policy.
 - 1.9.17. Assessment that affirms access and opportunity equity for all students to all aspects of the learning community programs, communication, and services.
 - 1.9.18. Instructional practices that affirm equity for all learners.
 - 1.9.19. Respect and value for a learner's first language.
 - 1.9.20. Counseling, guidance, and career and personal planning that address a learner's culture, heritage, identity, orientation, experiences, perspectives, background, learning needs, and aspirations.

2.0 POLICY FRAMEWORK

- 2.1. This policy complies with the Education Act and other related provincial acts and policies.
 - 2.1.1. Provincial Racial Equity Policy
 - 2.1.2. Federal and Provincial Human Rights Acts
 - 2.1.3. Nova Scotia Human Rights Act
 - 2.1.4. Canadian Charter of Rights and Freedoms
 - 2.1.5. United Nations Declaration of Human Rights
 - 2.1.6. Principles for Fair Student Assessment Practices for Education in Canada
 - 2.1.7. SSRSB Policy 630: Dignity in the Workplace

3.0 AUTHORIZATION

The Superintendent is authorized to issue procedures in support of this policy.

RACE RELATIONS, CROSS-CULTURAL UNDERSTANDING, AND HUMAN RIGHTS

ADMINISTRATIVE PROCEDURES

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1.0 DEFINITIONS

- 1.1. **Aboriginal Peoples** include the First Nations, Inuit, and Métis peoples of Canada, as defined by the Canadian Charter of Rights and Freedoms. Mi'kmaq are the First Nations people of Nova Scotia, New Brunswick, Prince Edward Island, and part of Gaspé, Quebec. (*Racial Equity Policy, Department of Education*)
- 1.2. **African Nova Scotian** is a person of African heritage who resides in Nova Scotia.
- 1.3. **African Canadian** is a person of African heritage who resides in Canada.
- 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. The principle practice of anti-racism education is to challenge and combat racism in all its forms in the education process. The commitment is to ensure equitable outcomes for all learners and to build a just and humane society for all people. (*Racial Equity Policy, Department of Education*)
- 1.5. **Assessment** means gathering of information or data on student learning. (*Racial Equity Policy, Department of Education*)
- 1.6. **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.

- 1.7. **Bisexual** is a term generally used to refer to people who are romantically and/or sexually attracted to people of both genders.
- 1.8. **Bullying** means behavior, 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 behavior in any way.
- 1.9. **Cyberbullying** means bullying by electronic means that occurs through the use of technology, including computers or other electronic devices, social networks, text messaging, instant messaging, websites, or e-mail.
- 1.10. **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.
- 1.11. **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, Department of Education*)
- 1.12. **Critical Literacy** is the awareness of language as an integral part of social relations. It is a way of thinking that involves questioning assumptions; investigating how forms of language construct are constructed by particular social, historical, cultural, political and economic contexts; and examining power relations embedded in language and communication. (*Racial Equity Policy, Department of Education*)
- 1.13. **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 collective and individual lived experience and consequently may shift and may contain paradoxes, and even oppositional elements. (*Racial Equity Policy, Department of Education*)
- 1.14. **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 systems practices among providers to ensure that services are delivered in a culturally competent manner.
- 1.15. **Discrimination** is an act of making distinctions among social groups based on such characteristics as race, ethnicity, nationality, language, faith, gender, ability, or sexual orientation that leads to inequitable treatment of members of the targeted groups. (*Racial Equity Policy, Department of Education*)
- 1.16. **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, Department of Education*)
- 1.17. **School Members** are defined in the Provincial School Code of Conduct Policy as 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, principals, teachers, parents, staff employed by the school board, other staff engaged to provide services at the school, volunteers, visitors, and any persons who have contact with students and staff.
- 1.18. **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, color, religion, creed, sex, gender, sexual orientation, physical or mental disability,

ethnic, national or aboriginal origin, family status, income, or political belief, affiliation or activity.

- 1.19. **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, Department of Education*)
- 1.20. **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, Department of Education*)
- 1.21. **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, Department of Education*)
- 1.22. **Equity Education** is the critical pedagogy around equity concepts, practices and issues.
- 1.23. **Ethnic** is an adjective used to describe groups that share a common language, race, religion, or national origin. (*Racial Equity Policy, Department of Education*)
- 1.24. **Ethnocultural Group** is a group of people who share a particular heritage or background. Every Canadian belongs to an ethnic group. (*Racial Equity Policy, Department of Education*)
- 1.25. **Evaluation** means a judgment made about the value of information or data. (*Racial Equity Policy, Department of Education*)
- 1.26. **First Nations** people of this area are the Mi'kmaq people of Nova Scotia, New Brunswick, Prince Edward Island, and part of Gaspé, Quebec. Aboriginal peoples include the Inuit, and Métis peoples of Canada as defined by the Canadian Charter of Rights and Freedoms. (*Racial Equity Policy, Department of Education*)
- 1.27. **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 GLBTTQI community, but most often refers to just gay men. (*Gay and Lesbian Educators of BC; Resources – Vancouver BC School Board Policies*)
- 1.28. **Harassment** is any improper conduct by an individual that is directed at and offensive to another person or persons in the school community, and that the individual knew, or ought reasonably to have known, would cause offense or harm. It comprises any objectionable embarrassment, and any act of intimidation or threat. Features of harassment include, but are not limited to: unwanted physical contact; verbal abuse, such as unwanted anonymous telephone messages, offensive language or innuendo, telling offensive jokes, name calling or spreading malicious rumors; written abuse, such as letters, faxes, e-mails, or graffiti, or displaying offensive pictures or posters; explicit behavior such as mimicking the effect of a disability, threats; covert or disguised behavior such as social isolation and non-cooperation, implicit threats, and pressure for sexual favors; incidents associated with work such as stalking. The incident(s) may be persistent, or may be a single, serious incident. (*SSRSB Policy 630: Dignity in the 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 victim'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 behavior, 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. Homophobic acts range in severity from the use of the words and gestures to demean individuals up to life-threatening physical assaults.
- 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 behavior, which is homophobic in nature.
- 1.35. **Human Rights Legislation** is a framework of laws that ascribe, measure, and enforce the entitlements of a people in a given society. Human rights are the equal and inalienable rights of every person to inherent dignity and equality. (*Racial Equity Policy, Department of Education*)
- 1.36. **Indian** is the term formerly used to denote First Nations people. Originating from the phrase in Deus (in God), its use is no longer appropriate.
- 1.37. **Indigenous** means "belonging to", "native of", or "first"; therefore, it has long been considered that Canada's indigenous people are the Aborigines of this country. However, in recent years the African Nova Scotian population has used it in reference to the first Africans to arrive in Nova Scotia. (*Racial Equity Policy, Department of Education*)
- 1.38. **Instigator** is a person who is responsible for encouraging, provoking, or the carrying out of an inappropriate behavior.
- 1.39. **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, Department of Education*)
- 1.40. **Intersex** people naturally (that is, without any medical intervention) develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. Many visibly intersex people are mutilated in infancy and early childhood by doctors to make their sex characteristics conform to their idea of what normal bodies should look like. Intersex people are relatively common, although the society's denial of their existence has allowed very little room for intersexuality to be discussed publicly. (Survivor Project: www.survivorproject.org/basic.html)
- 1.41. **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*)
- 1.42. **LGBTQQI** stands for Lesbian, Gay, Bisexual, Transsexual, Transgendered, Two-Spirit, Questioning, and Intersexed.
 - 1.43. **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*)
 - 1.44. **Métis** is the term referring to "a person, who self-identifies as Métis, is of historic Métis Nation ancestry, is distinct from other Aboriginal peoples and is accepted by the Métis Nation". (Government of Canada)
 - 1.45. **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, multi – linguistic, pluralistic Canada. (*Racial Equity Policy, Department of Education*)
 - 1.46. **Personal Heritage** is "the combined creations and products of nature and [humankind], in their entirety, that make up the environment in which we live in space and time. Heritage is a reality, a possession of the community, and a rich inheritance that may be passed on, which invites our recognition and our participation". (Quebec Association for the Interpretation of the National Heritage, Committee on Terminology, July 1980). Heritage may be collective or individual, and for purposes of this policy document, is inclusive of race, sexual orientation, ethnicity, religion, nationality, gender, generation, etc.
 - 1.47. **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, Department of Education*)
 - 1.48. **Questioning** (related to LGBTQQI) refers to people who are in the process of questioning their sexual orientation are often in need of support and understanding during this stage of their identity. They are seeking information and guidance in their self-discovery. (*Gay and Lesbian Educators of BC; Resources-Vancouver BC School Board Policies*)
 - 1.49. **RCH Liaison** refers to the individual at each school site, who is chosen, or who volunteers, to be the individual who makes himself or herself 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, issues, developments, etc. There is usually one teacher at every site, and there may be one student at each junior high site, and one student and a teacher at a senior high site.
 - 1.50. **Racially Visible People** is a term used to categorize groups by race and color only, and not by citizenship, place of birth, religion, language, or cultural background. (*Racial Equity Policy, Department of Education*)
 - 1.51. **Race** is a classification of humankind into groups of people of common ancestry, distinguished by physical characteristics such as skin color, shape of eyes, hair textures, or facial features. (*Racial Equity Policy, Department of Education*)
 - 1.52. **Racial Incident** is a situation of unacceptable behavior having racially inappropriate components.
 - 1.53. **Racialized People** replaces the term “racially visible people”. Its use is a more appropriate term, as race is a social construct, and racializing is an act done to people.

- 1.54. **Racism** is prejudice or discrimination stemming from beliefs in superiority and the ability to exert power over a person or a group because of difference of racial, cultural, or ethnic background. (*Racial Equity Policy, Department of Education*)
- 1.55. **Record** is a collection of information directly related to a learner, and maintained by a school, school Board, or the province, in paper, electronic, or other form. (*Racial Equity Policy, Department of Education*)
- 1.56. **Sexual Harassment** is defined as any improper behavior by a person that is directed at, and that is offensive to, any other person. The offending behavior is such that the offending person knew, or ought reasonably to have known, would be unwelcome. It is objectionable conduct, made on either a one-time, or ongoing basis that demeans, belittles, causes personal humiliation or embarrassment to another person. The victim's perception of the behavior is critical. Harassment may be, but is not limited to harassment within the meaning of the Canadian Human Rights Act.
- 1.56.1. Sexual harassment includes, but is not limited to: inappropriate or derogatory comments, humor, or behavior based upon gender and/or sexual orientation, or about a person's body.
- 1.56.2. Under the Nova Scotia Human Rights Act, sexual harassment is an illegal behavior. The South Shore Regional School Board supports the Nova Scotia Human Rights Act, and is committed to an education community which is free of sexual harassment.
- 1.56.3. Practices defined under the Nova Scotia Human Rights Act [Sections 3(0) 5(2)] inform this policy.
- 1.56.4. **Sexual Harassment means:**
- Vexatious sexual conduct or a course of comment that is known, or ought reasonably to be known as unwelcome
 - Sexual solicitation or advice made to an individual by another individual where the other individual is in a position to confer benefit on, or deny a benefit to, the individuals whom the solicitation or advance is made where the individual who makes the solicitation or advance knows or ought reasonably to know that it is unwelcome
 - A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.
- 1.56.5. **Types of Sexual Harassment**
- **Unintentional/Uninformed Sexual Harassment (Misappropriation of Power):** It is possible for an individual to commit an act of sexual harassment without actually knowing that the behavior or comments are unwelcome. If, however, the harasser ought reasonably to have known the behavior was unwelcome, s/he would be considered responsible.
 - **Informed Sexual Harassment (Abuse of Power):** Informed sexual harassment occurs when the harasser ought to have known that the behavior or comment was unwelcome. Informed sexual harassment is about power, and appropriates sex as a tool of power. Imbalance of power creates the conditions for sexual harassment, but abuse of power alone creates its occurrence.
 - Verbal
 - Suggestive whistling, wolf calls, or kissing sounds
 - Jokes or innuendos; taunting about clothing, body image or sexual activities

- Risqué jokes or teasing about sex or gender-specific traits
 - Verbal abuse, threats or intimidation
 - Derogatory or patronizing name-calling
 - Referring to an adult as a girl, boy, honey, sweetie, or babe
 - Asking about sexual fantasies, preferences, or history
 - Non-Verbal
 - Physical or sexual assault
 - Grabbing, touching or brushing against parts of the body
 - Display of offensive, derogatory, or sexually explicit pictures, photographs, or cartoons, drawings, or objects
 - Displaying of genitalia
 - Lewd gestures denoting sexual activity
 - Letters, e-mail, obscene screen-savers
 - Gifts of a sexual nature
 - Invading a person's body space. Standing closer than appropriate or necessary.
 - Psychological
 - Repeated, unwarranted social invitations
 - Repeated proposals of physical intimacy or sexual favors
 - Physical or unwanted touches
 - Touching or rubbing oneself sexually around or in view of another person
- 1.57. **Sexual Orientation** is an immutable personal characteristic that forms part of an individual's core identity. Sexual orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations.
- 1.58. **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, Department of Education*)
- 1.59. **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, Department of Education*)
- 1.60. **Socioeconomic** is defined as involving social and economic factors. (*Racial Equity Policy, Department of Education*)
- 1.61. **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, Department of Education*)
- 1.62. **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 definition *Racial Equity Policy, Department of Education*)
- 1.63. **Transgendered and Transsexual** are terms commonly used as overarching terms for a variety of individuals, behaviors, and groups involving tendencies along the gender continuum

that are in opposition to or in divergence from the gender role (woman or man) commonly, but not always, assigned for life at birth. (Wikipedia)

- 1.64. **Two-Spirit** people are Aboriginal people who are lesbian, gay, bisexual or transgendered. (*Gay and Lesbian Educators of BC; Resources-Vancouver BC School Board Policies*)

2.0 ASSESSMENT AND PLACEMENT

2.1. The SSRSB shall:

- 2.1.1. Ensure that all assessments and evaluation practices are developed with consideration to the needs of Aboriginal people, racially visible, and culturally diverse learners and in accordance with the guidelines articulated in Principles for Fair Student Assessment Practices for Education in Canada. (Nova Scotia Department of Education. Racial Equity Policy. March, 2002)
- 2.1.2. Encourage reception and orientation processes that provide a sense of belonging and contribute to students feeling welcomed in the education community.
- 2.1.3. Expect that all materials used in assessment, testing, evaluation, interviewing, and counseling be consistent with the principles of SSRSB Policy 225: RCH and the provincial Racial Equity Policy.
- 2.1.4. Expect that all materials and processes used in evaluation and assessment of staff be consistent with the principles of SSRSB Policy 225: RCH and the provincial Racial Equity Policy.
- 2.1.5. Expect that all materials and processes be applied with respect, dignity, and without bias or discrimination.
- 2.1.6. Expect programming to be adjusted and adapted to meet the needs, interests, and aptitudes of all students.
- 2.1.7. Expect that program and program placements be monitored on a regular basis by students, families, principals, teachers and appropriate staff so adjustments can be made as required.
- 2.1.8. Ensure a system of meaningful communication with students, families, and staff, concerning results and program planning, including a communication plan for each program, be distributed by the end of the second week of school.
- 2.1.9. Ensure that families and students have access to program outcomes and that communication surrounding the outcomes relevant to student learning is communicated to families and students alike.
- 2.1.10. Ensure that all families are informed of their right to appeal and of the appeal process related to assessment and placement.

3.0 BULLYING

- 3.1. The SSRSB believes that bullying can have a detrimental effect on the places where you live, work, or receive services, even if the bullying is not directed at you. The SSRSB shall ensure all complaints of bullying have an immediate and significant response without fear of reprisal.
- 3.2. The principal shall:
 - 3.2.1. Inform all students, staff, families, and school advisory council members of this policy at the opening of school, and at such times during the year as necessary, to raise student, staff, families, and school advisory council awareness of this policy with respect to racial, ethnic, and human rights harassment, and bullying.

- 3.2.2. Be the primary investigator of any incident of bullying between staff and students, students and students. Report the incident and status of investigation to the Director of Programs & Student Services and the Coordinator of RCH.
- 3.2.3. Make it clear to all staff members, students, volunteers, and support persons that all bullying incidents must be reported to the office as soon as they occur. Should an incident occur during an extra-curricular, or other school-sponsored activity outside the regular school day, it must be reported by the individual responsible for the activity at the commencement of the next school session.
- 3.2.4. Ensure that following a suspension the suspended student(s) meet with the RCH Liaison upon return to school. The RCH Liaison will develop an appropriate learning plan designed to increase the student's awareness of issues related to the incident, and designed to develop a positive understanding of racial, ethnic, and human rights understanding.
- 3.2.5. The victim will be supported and will be seen to be supported.
- 3.3. The Coordinator of RCH shall:
 - 3.3.1. Upon contact from the principal of the school, or the Director of Programs and Student Services, or the Superintendent, support the principal, staff, and students of the school, and, along with the principal shall:
 - 3.3.1.1. Assist in arranging follow-up counseling for victims and instigators of harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.
 - 3.3.1.2. Support re-integrative education processes for students following suspensions.
 - 3.3.1.3. Ensure that every reported bullying incident between student and student is documented and maintained on file.
- 3.4. The RCH Liaison at the school, along with the principal, shall:
 - 3.4.1. Assist in arranging follow-up counseling for victims and instigators of harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.
 - 3.4.2. Support re-integrative education processes for students following suspensions with appropriate time allowed during the school day.
 - 3.4.3. Ensure that every reported bullying incident between student and student is documented and maintained on file at the SSRSB office.
- 3.5. The teacher shall:
 - 3.5.1. Play a proactive role in demonstrating and promoting positive race relations, cross-cultural understanding, human rights, and equity education.
 - 3.5.2. Actively utilize curriculum in all of its forms to model positive race relations, cross-cultural, human rights, and equity education.
 - 3.5.3. Ensure that all pedagogical practices promote positive race relations, cross-cultural, human rights, and equity understanding.
 - 3.5.4. Immediately intervene and report any incident of harassment, violence, and bullying to the school principal.
 - 3.5.5. Support the victims of such incidents.

4.0 COMMUNITY RELATIONS

- 4.1. The SSRSB shall:

- 4.1.1. Engage in outreach and consultation processes with appropriate partners.
- 4.1.2. Encourage and promote media awareness of activities and events pertinent to the aims of this policy.
- 4.1.3. Mandate a place in annual orientation programs for promotion of the positive intent of this policy.
- 4.1.4. Encourage school administrators to communicate and share the methods they will use to promote positive community involvement in the schools.
- 4.1.5. Promote awareness and related materials through positive relationships with local libraries.
- 4.1.6. Promote the use of school for community functions, and encourage the participation of community in school functions, and vice versa.
- 4.1.7. Promote community connections for the purpose of diversity awareness and dialogue.

5.0 COUNSELLING

- 5.1. The SSRSB shall:
 - 5.1.1. Expect that guidance and counseling programs reflect and promote the principles contained in this policy.
 - 5.1.2. Expect that all in-service training, professional activities, and acquisition of resources to support direction, delivery and evaluation of guidance and counseling programs reflect and advance racial equity.
 - 5.1.3. Collaborate with the Department of Education to:
 - 5.1.3.1. Implement guidance and counseling programs that reflect and advance equity for all learners.
 - 5.1.3.2. Provide staff development for all teachers and guidance counselors to enhance their ability to provide counseling that reflects and enhances equity.
 - 5.1.3.3. Support guidance and counseling processes that enable families, learners, and community groups to identify needs for counseling and guidance that are reflective of the community's diversity.
 - 5.1.3.4. Encourage teachers to be sensitive to diversity cultural issues when consulting with families regarding their child's current educational achievement, progress and future career plans.

6.0 CURRICULUM

- 6.1. An equitable curriculum is based on:
 - 6.1.1. The fundamental belief in the inherent and inalienable rights of all persons to dignity, respect, security, worth, and social justice. (Nova Scotia. Department of Education. Racial Equity Policy. March, 2002.)
 - 6.1.2. The recognition and respect of the interdependence of peoples and nature. (Nova Scotia. Department of Education. Racial Equity Policy. March, 2002)
 - 6.1.3. The historic and accurate representation of all groups of peoples in all subject areas.
 - 6.1.4. Pedagogic approaches that encourage learners to communicate effectively without obscuring their racial and cultural identities. (Nova Scotia. Department of Education. Racial Equity Policy. March, 2002.)
 - 6.1.5. The belief that educational programs and services and the teaching and learning environments must be sensitive to the personal heritage of the learner.

- 6.1.6. The belief that educational programs and services, and the teaching and learning environments must actively promote the principles contained in the SSRSB RCH policies and the provincial Racial Equity Policy.
- 6.2. The SSRSB shall:
 - 6.2.1. Provide school administration, teachers, library technicians/clerks, and other appropriate staff and school advisory council members with training in bias evaluation to ensure materials and resources are in accordance with this policy, and the provincial Racial Equity Policy.
 - 6.2.2. Provide school administration, teachers, library technicians/clerks, and other appropriate staff and school advisory council members with training in cultural competence precepts and ensure services are in accordance with this policy, and the provincial Racial Equity Policy.
 - 6.2.3. Actively support and encourage the delivery of curriculum by its teachers, which reflects and teaches the precepts of the SSRSB RCH policies and the provincial Racial Equity Policy.
 - 6.2.4. Actively support and encourage the sharing of RCH resources through the collection and sharing of material and curricula, especially those developed by teachers.
 - 6.2.5. Comply with the Public School Program when providing education in the broad area of religions.
 - 6.2.6. Ensure that religious instruction that is initiated and maintained by a religious group or organization may only occur outside the regular school day, being the 300 minutes normally allocated to the Public School Program.
 - 6.2.7. Ensure that the provision of a devotional instruction program will have no financial impact on schools or the operations of the SSRSB.
 - 6.2.8. 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.
 - 6.2.9. Consult with appropriate groups, as they relate to this policy, and the provincial Racial Equity Policy in the review and development of support materials to meet curricular outcomes.
- 6.3. Sensitive Issues in the Curriculum
 - 6.3.1. The SSRSB recognizes that when offering courses such as Health, Personal Development and Relationships, Biology, Career and Life Management sensitive issues are addressed. These issues include, but are not limited to, sexuality, abortion, morality, conception, suicide, religion, and transmission of sexual and communicable diseases. The School Board recognizes that families, communities and religious groups hold divergent views on the teaching of such topics.
 - 6.3.2. At all times instruction in the classroom shall recognize the rights, values and beliefs of students and their families.
 - 6.3.3. Each year prior to the teaching of sensitive topics, the school principal or designate shall ensure that families are informed about the topics.
 - 6.3.3.1. Information provided to families shall include a synopsis of the sensitive unit to be covered. This information can be included in the Teacher's Communication Plan to families at the beginning to the school year.
 - 6.3.3.2. Upon request, families shall be given the opportunity to view or examine the teaching material as well as printed matter pupils will use in class.

- 6.3.4. By contacting the school, families may have their child excused from participating in classes where sensitive issues pertaining to human sexuality are discussed.
 - 6.3.4.1. Students with such permission shall be excused without question.
 - 6.3.4.2. An alternative program shall be offered to students who are excused from class.

7.0 ENVIRONMENT & EMPLOYEES

- 7.1. The SSRSB shall:
 - 7.1.1. Commit to employment practices in each sector that advance affirmative action, and that ensure the staff demographic reflects that of the larger community and society.
 - 7.1.2. Ensure that all School Board Members, staff, and students are familiar with the SSRSB RCH policies (Nova Scotia. Department of Education. Racial Equity Policy. March, 2002) and ensure that this is undertaken on an annual basis at orientation sessions.
 - 7.1.3. Support an environment where the individual expression of faith by students and staff is accepted and that the expression of faith by students or staff in SSRSB will be neutral or positive in nature.
 - 7.1.4. Provide encouragement and opportunities for training for all staff, students, School Board Members, and school advisory councils to develop their knowledge, awareness, and skills in the areas of anti-racism, race relations, cross-cultural understanding, and human rights.
 - 7.1.5. Provide encouragement for staff and students to develop and/or identify bias-free materials for educational needs. (Nova Scotia. Department Of Education. Racial Equity Policy. March, 2002.)
 - 7.1.6. Mandate to all administration in the region, the responsibility of providing leadership and active support of the SSRSB's RCH policies by promoting its implementation at the school site and ensuring continuous evaluation of the policies.
 - 7.1.7. Encourage administration to work in conjunction with school advisory councils to review the equity of resources and opportunities provided at the school, including accessibility to programs, student fees, sports fees, and trip or cultural event fees.
 - 7.1.8. Encourage educators to develop and share curriculum which develops the tenets of the SSRSB RCH policies and the provincial Racial Equity Policy.
 - 7.1.9. Ensure that all materials and procedures and questions used when interviewing potential staff be consistent with principles of the SSRSB RCH policies and the provincial Racial Equity Policy.
 - 7.1.10. Include questions in interviewing procedures to ascertain an understanding of RCH for SSRSB positions.
 - 7.1.11. Dedicate a component of professional evaluation and assessment to RCH understanding.

8.0 HATE CRIMES AND PROPAGANDA

- 8.1. The SSRSB has obligations under the Criminal Code of Canada (Sections 318, and 319), which labels criminal any direction of hate propaganda toward an identifiable group. In this section, "identifiable group" means any section of the public distinguished by color, race, religion, ethnic origin, or sexual orientation. [Criminal Code of Canada]. Section 318 (4) , and is also committed to ensuring that hate propaganda directed at individuals not covered by

the Criminal Code of Canada, such as those distinguished by gender, mental or physical ability, will not be tolerated. Complaint Form: Appendix “C”

- 8.2. For matters covered under the Criminal Code:
 - 8.2.1. In the case where hate propaganda is found, or where employees witness the distribution of hate propaganda, which falls under the definitions of the Criminal Code, a report will be made immediately to the school principal, who will call the RCMP, or appropriate law enforcement agency, and notify the Superintendent.
 - 8.2.2. The material should not be touched, but left for police investigation. The area shall be secured, where possible.
 - 8.2.3. 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.
 - 8.2.4. 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.
 - 8.2.5. All incidents shall be recorded by the principal and involved witnesses, and the report forwarded to the Superintendent, the Director of Programs and Student Services, and the Coordinator of RCH.
 - 8.2.6. The report shall include a description of the type of hate propaganda, the method of communication ["communicating" includes communicating by telephone, broadcasting or other audible or visible means; (Criminal Code of Canada, Section 319)] the procedure involved, and actions taken.
 - 8.2.7. Schools shall treat hate crimes in accordance with the Provincial School Code of Conduct and Criminal Code of Canada.
- 8.3. For matters not covered under the Criminal Code (i.e.: for gender, mental or physical ability):
 - 8.3.1. In the case where hate propaganda is found, or where employees witness the distribution of hate propaganda for identifiable groups that do not fall under the definitions of the Criminal Code (persons of a specific gender; persons with a mental or physical disability), a report shall be made immediately to the school principal, who shall investigate.
 - 8.3.2. The investigation shall follow the format developed to deal with racial, ethnic, and human rights harassment.
 - 8.3.3. All incidents shall be recorded by the principal and involved witnesses, and the report forwarded to the Superintendent, Director of Programs and Student Services and to the Coordinator of RCH.
 - 8.3.4. The report shall include a description of the type of hate propaganda, the method of communication, and actions taken.
 - 8.3.5. Schools shall treat hate crimes as unacceptable behavior. Please refer to the Provincial Code of Conduct for disciplinary guidelines.

9.0 HOMOPHOBIC ACTS

- 9.1. The SSRSB shall encourage all staff to learn to identify individual discriminatory attitudes and behaviors, and to work to eliminate the systemic inequities and barriers to learning and acceptance for persons who identify as lesbian, gay, bisexual, transgendered, transsexual, two-spirit, or who are questioning their sexual orientation or gender identity, or are intersexual (LGBTTTQI).

- 9.2. The SSRSB expects that all staff will demonstrate accountability for the removal of these behaviors and inequities.
- 9.3. The SSRSB expects administration and leaders to commit to inclusion of related educational processes as a consistent part of professional development and student awareness.
- 9.4. The SSRSB expects administration and educational leaders to commit to listening to LGBTTTQI youth and their designated support groups, and commit to taking concrete actions to make schools safe and equitable with respect for members of the LGBTTTQI community.
- 9.5. The SSRSB is committed to securing available guidance counselors skilled in homophobic issues to support students who identify themselves as LGBTTTQI youth.
- 9.6. The SSRSB shall not condone counseling practices, the premises of which may be to “heal” or change the sexual identity of an individual. Examples may be, but are not limited to Reparative Therapy or Transformational Ministry. (“Just the Facts Coalition”, American Academy of Pediatrics, American Counseling Association, American Association of School Administrators, American Federation of Teacher, and American Psychological Association. American School Health Association, Interfaith Alliance Foundation, National Association of School Psychologists, National Association of Social Workers, National Education Association)
- 9.7. The SSRSB shall provide the opportunity to all counselors to be educated in the knowledge and skills required to deal with LGBTTTQI issues with students. Counselors shall be informed and familiar with policies with respect to human rights, anti-homophobia, hate literature, discrimination, and harassment, and shall alert their schools to these policies.
- 9.8. The SSRSB supports endeavors that are intended to advance the elimination of homophobic acts and will especially support:
 - 9.8.1. related staff professional development
 - 9.8.2. student programs and groups that would support the safety and inclusion of LGBTTTQI students
 - 9.8.3. community programs
 - 9.8.4. related SSRSB professional development
 - 9.8.5. ongoing monitoring of any possible problems and behaviors and solutions-based processes to improve these situations
- 9.9. Staff and administration are expected to be sensitive to LGBTTTQI youth, as well as students from lesbian, gay, bisexual, transgendered, trans-sexual, and two-spirited families.
- 9.10. Schools shall appoint a staff person to be a safe contact for students who identify themselves on the basis of sexual orientation or gender identity. Administrators shall inform members of the education community of the location and availability of this contact person. This person may or may not be the same individual who acts as the RCH Liaison for the school. Schools are encouraged to advocate for students who identify themselves on the basis of sexual orientation or gender identity in their goal planning.
- 9.11. Schools are encouraged to incorporate needs of LGBTTTQI students in their school policies and in their school improvement plans.
- 9.12. Schools will specifically distinguish and deal with the prohibition of homophobic language and behavior.
- 9.13. In accordance with the equity advancements made by the Department of Education, the SSRSB is committed to enabling LGBTTTQI youth to see themselves and their lives reflected in the curriculum. Resources will be chosen and updated in order to promote critical thinking and include materials that accurately reflect the range of Canada’s LGBTTTQI communities.

- 9.14. The SSRSB shall be committed to ongoing staff development in education around homophobia and related issues, and believes in sexual orientation equity for all staff and School Board Members.
- 9.15. The SSRSB shall provide in-service training for teaching and support staff in anti-homophobia methodologies to enable them to deliver an inclusive curriculum.
- 9.16. The SSRSB shall work to create partnerships that ensure effective participation in the education process by representative and inclusive organizations and LGBTTTQI communities.
- 9.17. The SSRSB shall encourage school advisory councils to reflect the diversity of the Region. SACs are encouraged to engage in dialogue with openly identified LGBTTTQI and their support organizations.
- 9.18. The administration in schools and at the regional level shall support teachers and staff in activities undertaken to support and to protect LGBTTTQI members of the educational community.
- 9.19. The principal shall:
 - 9.19.1. Inform all students, staff, families, and school advisory council members of this policy at the opening of school, and at such times during the year as necessary, to raise student, staff, families, and school advisory council awareness of this policy with respect to homophobic acts.
 - 9.19.2. Be the primary investigator of any incident of homophobic acts between staff and students, students and students. Report the incident and status of investigation to the Director of Programs & Student Services and the Coordinator of RCH.
 - 9.19.3. Make it clear to all staff members, students, volunteers, and support persons that all homophobic incidents must be reported to the office as soon as they occur. Should an incident occur during an extra-curricular, or other school-sponsored activity outside the regular school day, it must be reported by the individual responsible for the activity at the commencement of the next school session.
 - 9.19.4. Ensure that following a suspension the suspended student(s) meet with the RCH Liaison upon return to school. The RCH Liaison will develop an appropriate learning plan designed to increase the student's awareness of issues related to the incident, and designed to develop a positive understanding of racial, ethnic, and human rights understanding.
 - 9.19.5. The victim will be supported and will be seen to be supported.
- 9.20. The Coordinator of RCH shall, upon contact from the principal of the school, Director of Programs and Student Services, or the Superintendent, support the principal, staff, and students of the school, and, along with the principal, shall:
 - 9.20.1. Assist in arranging follow-up counseling for victims and instigators of homophobic acts, harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.
 - 9.20.2. Support re-integrative education processes for students following suspensions.
 - 9.20.3. Ensure that every reported homophobic incident between student and student is documented and maintained on file.
- 9.21. The school RCH Liaison, along with the principal, shall:
 - 9.21.1. Assist in arranging follow-up counseling for victims and instigators of harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.

- 9.21.2. Support re-integrative education processes for students following suspensions with appropriate time allowed during the school day.
- 9.21.3. Ensure that every reported homophobic incident between student and student is documented and maintained on file at the SSRSB office.
- 9.22. The teacher shall:
 - 9.22.1. Play a proactive role in demonstrating and promoting positive LGBTTTQI understanding.
 - 9.22.2. Actively utilize curriculum in all of its forms to model positive LGBTTTQI equity.
 - 9.22.3. Ensure that all pedagogical practices promote positive practices and awareness of homophobia.
 - 9.22.4. Immediately intervene and report any incident of homophobic harassment to the school principal.
 - 9.22.5. Support the victims of such incidents.

10.0 LEARNING ENVIRONMENT

- 10.1. With respect to all programs and services provided by the Department of Education and the SSRSB, the SSRSB shall:
 - 10.1.1. 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.
 - 10.1.2. Expect that all SSRSB programs and services provide safe and supportive learning environments and respect the rights of all.
 - 10.1.3. Collaborate with the Department of Education to:
 - 10.1.3.1. Develop and implement racial and employment equity policies.
 - 10.1.3.2. Support and advance affirmative action initiatives.
 - 10.1.3.3. In accordance with the Provincial School Code of Conduct, address racial, ethnic, gender identity, sexual orientation, and other human rights harassment, bullying, and other forms of violence, and that they include support for the victims as well as appropriate education and sanctions for the instigators and harassers.
 - 10.1.3.4. Promote equity, respect, and diversity, through ongoing experiences, activities, and events.
 - 10.1.3.5. Implement mandatory training at all levels to enhance the skills of School Board Members and all of its employees to create environments that advance racial, ethnic, identity, sexual orientation, and other human rights equities.

11.0 LEARNER'S FIRST LANGUAGE

- 11.1. 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 contributes to a positive learning environment, for the learner, the SSRSB shall:
 - 11.1.1. Collaborate with the Mi'kmaq Services Division to promote and support the preservation and advancement of the Mi'kmaq language.
 - 11.1.2. Value a learner's first language and enable the learner to build on prior linguistic knowledge.
 - 11.1.3. Collaborate with the Department of Education to support training for teachers to implement instructional practices that value students' first languages.

12.0 INSTRUCTIONAL PRACTICES

- 12.1. The SSRSB, with its designates, shall:
 - 12.1.1. Support classroom instructional practices that reflect cultural competencies.
 - 12.1.2. Expect these practices be part of evaluation processes.

13.0 PROFESSIONAL DEVELOPMENT

- 13.1. The SSRSB shall:
 - 13.1.1. Expect professional development in the area of RCH, equity education, and cultural competencies, and ensure that this is a continued high priority through ongoing programs for all staff.
 - 13.1.2. Expect all staff and School Board Members to pursue opportunities in areas related to RCH and equity education.
 - 13.1.3. Strongly encourage staff and School Board Members to attend conferences, workshops, and seminars related to RCH and equity education.
 - 13.1.4. Expect administrators to make concerted efforts to update their staff in the area of curriculum issues related to RCH and equity education, as prescribed by the Department of Education.
 - 13.1.5. Encourage School Improvement Plan goals that integrate RCH and equity education.
 - 13.1.6. Provide in-servicing and training for teachers serving as RCH Liaison in the area of dealing with racial and human rights issues that may take place in their schools.
 - 13.1.7. Provide appropriate material to staff to enhance and inform the aims of this policy.
 - 13.1.8. Maintain current learning resources to assist schools in supporting students living in poverty.
 - 13.1.9. Encourage staff to continue growth to become familiar with learning strategies which promote the aims of this policy.
 - 13.1.10. Encourage staff and School Board Members to make ongoing and continuous improvements in use of community agencies as resources to expand their knowledge of diverse populations.
 - 13.1.11. Expect that the concepts of this policy be incorporated into teachers' and principals' Individual growth plans and reflected in scheduled evaluation.
 - 13.1.12. Expect that the concepts of this policy be incorporated into School Improvement Plans/Accreditation.

14.0 RCH LIAISON

- 14.1. Each school shall appoint at least one teaching staff member to act as RCH Liaison. The RCH Liaison, along with the principal shall:
 - 14.1.1. Be familiar with the Policy 225: RCH and the provincial Racial Equity Policy.
 - 14.1.2. Participate in training sessions organized by the Coordinator of RCH to provide instruction in awareness and skills related to the RCH policy, issues, and principles.
 - 14.1.3. Assist the school in developing programs that reflect the principles and policies of the SSRSB, the RCH policy, and the provincial Racial Equity policy.
 - 14.1.4. Work with school administration and other regional SSRSB staff to secure necessary resources to support RCH programs as determined by the school.
 - 14.1.5. Review with the school principal the school's plan for RCH awareness.

- 14.1.6. Take a leadership role in staff development of awareness and skills surrounding the RCH policy, topics, and tools, such as bias evaluation instruments, cultural competencies, etc.
- 14.1.7. Assist principals in arranging follow-up counseling for victims and instigators of harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.
- 14.1.8. Assist in providing suitable educational experiences to students returning to school from suspensions related to RCH offenses.
- 14.1.9. Ensure that every incident that involves human rights harassment, sexual harassment, homophobic acts, bullying, or hate crimes between student and student is documented and maintained on file in a secure location (i.e.: a locked file in the office).
- 14.2. The SSRSB shall provide the following time to ensure that the RCH Liaisons' duties are supported:
 - 14.2.1. One hundred twenty substitute days, to be administered by the Coordinator of RCH.
 - 14.2.2. If any of these days remain unused for a school year, they shall be carried forward to the next school year, for use by RCH Liaisons for professional development.

15.0 RACIAL, ETHNIC, AND HUMAN RIGHTS HARASSMENT

- 15.1. The SSRSB shall ensure all complaints of harassment have an immediate and significant response without fear of reprisal.
- 15.2. The principal shall:
 - 15.2.1. Inform all students, staff, families, and school advisory council members of this policy at the opening of school, and at such times during the year as necessary, to raise student, staff, families, and school advisory council awareness of this policy with respect to racial, ethnic, and human rights harassment, and bullying.
 - 15.2.2. Be the primary investigator of any incident of racial, ethnic, or human rights harassment between staff and students, students and students. Report the incident and status of investigation to the Director of Programs & Student Services and the Coordinator of RCH.
 - 15.2.3. Make it clear to all staff members, students, volunteers, and support persons that all racial, ethnic, or human rights harassment incidents must be reported to the office as soon as they occur. Should an incident occur during an extra-curricular, or other school-sponsored activity outside the regular school day, it must be reported by the individual responsible for the activity at the commencement of the next school session.
 - 15.2.4. Ensure that following a suspension the suspended student(s) meet with the RCH Liaison upon return to school. The RCH Liaison will develop an appropriate learning plan designed to increase the student's awareness of issues related to the incident, and designed to develop a positive understanding of racial, ethnic, and human rights understanding.
 - 15.2.5. The victim will be supported and will be seen to be supported.
- 15.3. The Coordinator of RCH shall, upon contact from the principal of the school, the Director of Programs and Student Services, or the Superintendent, support the principal, staff, and students of the school, and along with the principal, shall:
 - 15.3.1. Assist in arranging follow-up counseling for victims and instigators of harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.

- 15.3.2. Support re-integrative education processes for students following RCH-related suspensions.
- 15.3.3. Ensure that every reported racial, ethnic, or human rights harassment incident between student and student is documented and maintained on file.
- 15.4. The school RCH Liaison shall, along with the principal:
 - 15.4.1. Assist in arranging follow-up counseling for victims and instigators of harassment, violence, and bullying, and in contacting appropriate services to ensure student needs are met.
 - 15.4.2. Support re-integrative education processes for students following RCH-related suspensions with appropriate time allowed during the school day.
 - 15.4.3. Ensure that every reported bullying incident between student and student is documented and maintained on file at the SSRSB office.
- 15.5. The teacher shall:
 - 15.5.1. Play a proactive role in demonstrating and promoting positive race relations, cross-cultural understanding, human rights, and equity education.
 - 15.5.2. Actively utilize curriculum in all of its forms to model positive race relations, cross-cultural, human rights, and equity education.
 - 15.5.3. Ensure that all pedagogical practices promote positive race relations, cross-cultural, human rights, and equity understanding.
 - 15.5.4. Immediately intervene and report any incident of harassment, violence, and bullying to the school principal.
 - 15.5.5. Support the victims of such incidents.

16.0 SEXUAL HARASSMENT

- 16.1. The SSRSB believes that sexual harassment can have a detrimental effect on the places where people live, work, or receive services, even if it is not direct harassment. The SSRSB shall ensure all complaints of harassment have an immediate and significant response without fear of reprisal.
- 16.2. The principal shall:
 - 16.2.1. Inform all students, staff, families, and school advisory council members of this policy at the opening of school, and at such times during the year as necessary, to raise student, staff, families, and school advisory council awareness of this policy with respect to racial, ethnic, and human rights harassment, and bullying.
 - 16.2.2. Be the primary investigator of any incident of sexual harassment between staff and students, and students and students. Report the incident and status of investigation to the Director of Programs and Student Services and the Coordinator of RCH.
 - 16.2.3. Make it clear to all staff members, students, volunteers, and support persons that all sexual harassment incidents must be reported to the office as soon as they occur. Should an incident occur during an extra-curricular or other school-sponsored activity outside the regular school day, it must be reported by the individual responsible for the activity at the commencement of the next school session.
 - 16.2.4. Ensure that, following a suspension, the suspended student(s) meet with the RCH Liaison upon return to school. The RCH Liaison will develop an appropriate learning plan designed to increase the student's awareness of issues related to the incident, and designed to develop a positive understanding of sexual harassment understanding.
 - 16.2.5. The victim will be supported and will be seen to be supported.

- 16.3. The Coordinator of RCH shall, upon contact from the principal of the school, the Director of Programs and Student Services, or the Superintendent, support the principal, staff, and students of the school, and along with the principal, shall:
 - 16.3.1. Assist in arranging follow-up counseling for victims and instigators of sexual harassment, and in contacting appropriate services to ensure student needs are met.
 - 16.3.2. Support re-integrative education processes for students following RCH-related suspensions.
 - 16.3.3. Ensure that every reported sexual harassment incident between student and student is documented and maintained on file.
- 16.4. The school RCH Liaison shall, along with the principal:
 - 16.4.1. Assist in arranging follow-up counseling for victims and instigators of sexual harassment, and in contacting appropriate services to ensure student needs are met.
 - 16.4.2. Support re-integrative education processes for students following RCH-related suspensions with appropriate time allowed during the school day.
 - 16.4.3. Ensure that every reported bullying incident between student and student is documented and maintained on file at the SSRSB office.
- 16.5. Teachers shall:
 - 16.5.1. Play a proactive role in demonstrating and promoting sexual harassment awareness and respect.
 - 16.5.2. Actively utilize curriculum in all of its forms to model positive respect for the bodies, sexuality and dignity of others.
 - 16.5.3. Ensure that all pedagogical practices support human rights education.
 - 16.5.4. Immediately intervene and report any incident of harassment to the school principal.
 - 16.5.5. Support the victims of such incidents.

17.0 COMPLAINT PROCESS

- 17.1. Students shall report the incident to a person with whom they feel comfortable, such as a staff member, guidance counselor, RCH Liaison, etc.
 - 17.1.1. School employees who have received a complaint shall immediately inform principal of the school of the complaint.
 - 17.1.2. The principal of the school shall:
 - 17.1.2.1. Immediately consider, address, and accommodate the current emotional status and needs of the student(s).
 - 17.1.2.2. Immediately investigate the complaint.
 - 17.1.2.2.1. Sexual Harassment – If the complaint involves a possible criminal offence, the matter must be referred to Children and Family Services if the complainant is less than sixteen (16) years of age. If the student is sixteen (16) years of age or over, the appropriate policing authority must be notified immediately. A possible criminal offence involves stalking or touching.
 - 17.1.2.3. Inform the complainant's family and, where appropriate, inform the respondent's family.
 - 17.1.2.4. Keep a record of the investigation.
 - 17.1.2.5. Complete the attached forms with appropriate copies to designated individuals.

- 17.1.2.6. Attempt to resolve the complaint to the satisfaction of the student, and/or the families, and the alleged offender.
- 17.1.2.7. Inform the Coordinator of RCH and forward the completed reports and appropriate forms.
- 17.1.3. The Coordinator of RCH shall:
 - 17.1.3.1. Determine whether further investigation is needed and, if so, how and by whom it shall be conducted.
 - 17.1.3.2. Support the school staff and administration through such efforts as education processes, support speakers, programs, etc., in agreement with staff and administration.
 - 17.1.3.3. Offer a referral for counseling to the victim and/or the perpetrator.
- 17.1.4. If the Superintendent determines that harassment has occurred, appropriate action shall be taken to ensure the harassment ceases immediately.

18.0 INVESTIGATION GUIDELINES

18.1. Complaints involving students:

- 18.1.1. Carefully review any written complaint submitted by a complainant.
 - * For Sexual Harassment: If the complaint involves a possible criminal offence, the matter must be referred to Family and Children's Services if the complainant is less than sixteen (16) years of age. If the student is sixteen (16) years of age or over, the appropriate policing authority must be notified immediately. A possible criminal offence involves stalking or touching.
- 18.1.2. Contact the families.
- 18.1.3. If the principal believes that this act contravenes the Criminal Code, then the appropriate agency shall be contacted.
- 18.1.4. Interview separately, and as soon as possible, in the following order:
 - a. complainant
 - b. alleged offender (respondent)
 - c. each witness (separately)
 - d. any other relevant person(s) (separately)
- 18.1.5. 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.
- 18.1.6. 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)
- 18.1.7. The principal shall reassure the victim that the school is investigating the incident and shall support the victim. The victim should be informed of corresponding outcomes for the instigator, according to SSRSB policy.

- 18.1.8. School administration shall make arrangements for the emotional and physical safety of the victim.
 - 18.1.9. The principal shall inform the family that their child has admitted responsibility and that there are consequences as indicated in SSRSB policy.
 - 18.1.10. The principal shall interview appropriate witnesses. A record shall be kept of these interviews.
 - 18.1.11. In a case where a student refuses to accept responsibility for the situation, the principal shall complete an investigation focusing on possible witnesses. If witnesses are found and support the victim's claim, this is to be considered in determining responsibility.
 - 18.1.12. If no witnesses can be found and the alleged offender refuses to accept responsibility, the incident shall be recorded as an "unconfirmed incident". The principal shall contact the family of the alleged offender and inform them of the incident.
 - 18.1.13. The principal shall prepare a written report and appropriate forms. Indicate details, results of investigation, and recommendations for further action. Submit the written report and forms to the Coordinator of RCH.
- 18.2. Complaints Involving School Board Staff
- Note: For Complaints involving staff and staff, please refer to SSRSB Policy 630: Dignity in the Workplace
- 18.2.1. Supervisors, directors, and the Superintendent investigate, in accordance with due process, cases involving SSRSB staff and take appropriate disciplinary action.
 - 18.2.2. Carefully review any written complaint submitted by the complainant.
 - 18.2.3. Interview separately, and as soon as possible, in the following order:
 - a. complainant
 - b. alleged offender (respondent)
 - c. each witness (separately)
 - d. any other relevant person(s) (separately)
 - 18.2.4. 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.
 - 18.2.5. 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)
 - 18.2.6. The investigator shall reassure the victim that the complaint is being investigated. The investigator shall support the victim. The victim should be informed of corresponding outcomes for the instigator, according to SSRSB policy.
 - 18.2.7. In situations where the alleged offender has accepted responsibility for the incident, the supervisor shall inform the offender of the consequences, as indicated by SSRSB policy.

- 18.2.8. The investigator shall interview appropriate witnesses. A record shall be kept of these interviews.
- 18.2.9. In a case where an alleged offender refuses to accept responsibility for the situation, the principal shall complete an investigation focusing on possible witnesses and any past recorded allegations. This information is to be taken into account when determining responsibility. If witnesses are found or there is a history of allegations that would support the victim's claim, this is to be considered in determining responsibility.
- 18.2.10. If no witnesses can be found, if there is no history of allegations, and if the alleged offender refuses to accept responsibility, the incident shall be recorded as "unconfirmed".
- 18.2.11. Prepare a written report and appropriate forms. Indicate details, results of investigation and recommendations for further action. Submit the written report and forms to the Coordinator of RCH.

19.0 RESPONSIBILITIES

It shall be the responsibility of the Superintendent to ensure these administrative procedures are followed.

RCH Complaint/Incident Report

Date and Time of Incident: _____ School: _____

Name of Complainant: _____ Grade: _____

Name of Alleged Offender: _____ Grade: _____

Nature/Type of Incident: _____

Witness(es) to the event: 1. _____ Grade: _____

2. _____ Grade: _____

3. _____ Grade: _____

Name(s) of Person to whom incident was first reported: _____

Describe the alleged harassment (attach any additional pertinent information, such as behavioral/conduct reports, physical evidence collected, etc.): _____

Classification of Complaint: Substantiated Unable to Substantiate

Corrective/Disciplinary Action(s): _____

Educational and Proactive Measures: _____

Outline support given/offered to the complainant to deal with emotional feelings (hurt, anger, humiliation, embarrassment, fear of reprisal): _____

Was the complaint resolved at the school level to the satisfaction of the complainant and his/her family?

Yes No Signature of Complainant: _____

Has the school RCH Liaison has been informed of/involved in this incident? Yes No

Does this Complaint/Incident require further investigation by the RCH Coordinator? Yes No

Signature of Principal/Designate: _____ Date: _____

Copy to: RCH Coordinator (original)
 Director of Programs and Student Services (*e-copy if possible*)
 Principal (copy)