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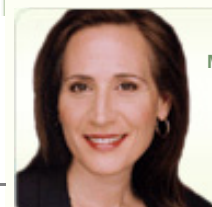
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PREMIER
DALTON MCGUINTY**Policy/Program Memorandum No. 119****Issued under the authority of the Deputy Minister of Education**

Date of Issue: July 13, 1993 **Effective:** Until revoked or modified

Subject: **DEVELOPMENT AND IMPLEMENTATION OF SCHOOL BOARD POLICIES ON ANTIRACISM AND ETHNOCULTURAL EQUITY**

Application: Chairpersons of School Boards and Minority-Language Sections¹
Directors of Education

MINISTER OF
EDUCATION
**Sandra
Pupatello**

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- **Minister of Education**
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Introduction

The Government of Ontario is committed to the goal of assuring high-quality education and equitable educational outcomes for all students in English- and French-language schools. The government also considers it essential that students be prepared to function effectively in an increasingly diverse world.

There is growing recognition that educational structures, policies, and programs have been mainly European in perspective and have failed to take into account the viewpoints, experiences, and needs of Aboriginal peoples² and many racial and ethnocultural minorities. As a result, systemic inequities exist in the school system that limit the opportunities for Aboriginal and other students and staff members of racial and ethnocultural minorities to fulfil their potential. Educators therefore need to identify and change institutional policies and procedures and individual behaviour and practices that are racist in their impact, if not in intent. In this regard, antiracist and ethnocultural equity education goes beyond multicultural education, which focuses on teaching about the cultures and traditions of diverse groups.



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Background

In 1987, a provincial advisory committee produced a report entitled "The Development of a Policy on Race and Ethnocultural Equity" that was intended to be a draft model policy document on race relations for school boards. This report was validated province-wide.

In the winter and spring of 1993, the ministry conducted a series of round-table discussions with school boards, which provided information on their activities, perspectives, and needs in the areas of antiracism and ethnocultural equity. Information received at these meetings has been used in developing the present policy directions and requirements.

Legislative Requirements

In accordance with an amendment made in 1992 to the Education Act,³ every school board shall develop a policy on antiracism and ethnocultural equity, as well as a plan for implementing its policy. Boards shall then submit their policies and plans to the Minister for approval, and implement changes as directed by the Minister. Boards' implementation of their policies will entail reviewing their operations and making fundamental changes in many aspects of their operations. Some of the changes

required will take place immediately; others will take place over time. The document entitled *Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation* has been produced to assist school boards in the development of their policies and implementation plans.

Several of the requirements for school board policies on antiracism and ethnocultural equity fall under the exclusive jurisdiction of the sections of boards. French-language school boards and French-language sections will develop policies and implementation plans that respect Section 23 of the Canadian Charter of Rights and Freedoms and Parts XII and XIII of the Education Act, R.S.O. 1990, Chapter E.2. Sections may submit their policies and implementation plans as part of the overall board submission.

Timelines for Development, Approval, and Implementation of Policies

The ministry recognizes that school boards are at different stages in the development of policies on antiracism and ethnocultural equity and in the implementation of related activities. Boards that already have related policies in place shall review and revise these policies to ensure that

they meet the requirements outlined in this memorandum. These boards may begin submitting their revised policies and implementation plans to the ministry for approval in **October 1993**. School boards that are currently developing policies and implementation plans shall submit them to the ministry for approval as soon as they are completed.

Boards shall submit their policies and their implementation plans to the ministry **no later than March 31, 1995**.

Boards shall begin implementing their policies on antiracism and ethnocultural equity upon receiving approval from the ministry. Implementation of these policies must begin **by September 1, 1995**.

Requirements for Policies and Implementation Plans

School board policies and implementation plans shall be comprehensive and shall be designed to integrate the principles of antiracism and ethnocultural equity into all aspects of education programs and board operations. The policies and plans shall reflect a commitment by board administration and staff to identifying and addressing systemic inequities and barriers affecting Aboriginal peoples and racial and

ethnocultural minorities in the planning and delivery of education programs and services.

Policies and implementation plans shall address the following ten major areas of focus:

- board policies, guidelines, and practices
- leadership
- school-community partnership
- curriculum
- student languages
- student evaluation, assessment, and placement
- guidance and counselling
- racial and ethnocultural harassment
- employment practices ⁴
- staff development

The implementation plans shall:

- be five-year plans;
- contain clearly stated annual objectives and outcomes for implementation at both the system and the school levels;
- contain a plan of action to identify and eliminate racial and ethnocultural biases and barriers in board policies and practices and in the planning and delivery of educational

programs;

- involve partnership activities with local communities, including Aboriginal groups, diverse racial and ethnocultural groups, and other education partners;
- contain mechanisms for evaluating progress, including an accountability mechanism for all of the school board staff.

The policy development and implementation processes shall be conducted in the language of the board. Boards and sections are encouraged to find alternative communication strategies when members of the community involved in the development of the policies and the implementation plan do not speak the language of the board.

At all stages of implementation, a high priority shall be assigned to broadening the curriculum to include diverse perspectives and to eliminating stereotyping. In the implementation of the policies, it is essential that staff members are made aware of the issues and are given opportunities to develop skills in dealing with racism.

Approval of Policies and Implementation Plans

Board policies and implementation

plans are to be submitted for approval to the appropriate regional office of the Ministry of Education and Training within the specified timelines. The ministry will review the policies and implementation plans and determine whether or not they satisfy the requirements for approval. The ministry will use the document *Antiracism and Ethnocultural Ecruity in School Boards* when evaluating boards' policies and implementation plans.

Monitoring of Implementation

There shall be community and student involvement in monitoring policy implementation. School boards shall submit annual progress reports to the appropriate regional office of the Ministry of Education and Training. In addition, the ministry will conduct cyclical audits of the policy implementation.

The ministry will make use of the document *Antiracism and Ethnocultural Ecruity in School Boards* in monitoring implementation of boards' antiracism and ethnocultural equity policies.

Employment Equity

Equitable employment practices form an integral part of boards' antiracism and ethnocultural equity policies and

practices. The work force in the school board should reflect and be capable of understanding and responding to the experiences of Ontario's culturally and racially diverse population.

The proposed Employment Equity Act (Bill 79)⁵ will provide all employers, including school boards, with direction for the development, implementation, and monitoring of employment equity plans. Consequently, school boards are advised not to undertake work-force surveys, define designated groups or subgroups, or determine numerical goals for designated groups before the proposed Employment Equity Act becomes law.

In the meantime, boards should begin to identify systemic barriers in employment, as well as establish equity principles, in order to lay the foundations for the development of employment equity plans in the future. Further information will be available after the proposed Employment Equity Act becomes law.

Ministry Assistance

The resource document *Changing Perspectives* will be released along with *Antiracism and Ethnocultural Equity in School Boards. Vers une nouvelle optique*, the French-language adaptation of *Changing Perspectives*, will be released in the fall of 1993.

The ministry will be publishing additional resource materials in the future to assist boards in implementing their policies. The ministry's regional office staff are available to assist school boards with the development of policies and implementation plans and with the implementation of the policies.

Please share the information contained in this memorandum with all school board personnel.

**Ministry of Education and Training
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1. In this document, the term "school board" includes French- and English-language sections.

2. The terms "Aboriginal" and "Aboriginal peoples" refer to the original inhabitants, or indigenous peoples, of Canada and their descendants. Aboriginal peoples include the Indian, Inuit, and M6tis peoples of Canada.

3. Education Act, R.S.O. 1990, Chapter E.2, section 8, subsection 1, paragraph 29.1 (July 1992 edition) .

4. For details see the section on "Employment Equity" on page 5.

5. An Act to Provide for Employment Equity for Aboriginal People, People With Disabilities, Members of Racial Minorities and Women.

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