

**MOOSE FACTORY ISLAND
DISTRICT SCHOOL AREA
BOARD****BOARD POLICY NO. GOV-07**

Effective	Sept 9, 2025
Revision Date	
Board Motion #	25-09-09

ANTI-RACISM, EQUITY, AND INCLUSION

1. PURPOSE

This governance policy reflects the values of Moose Factory Island District School Area Board that all persons are entitled to learn and work in an environment that promotes anti-racism, equity, and inclusion, free from discrimination and harassment. This policy affirms the Board's responsibility to provide a protected learning and working environment that is supportive of the dignity, self-esteem, and fair treatment of everyone taking part in district activities.

The Board assumes responsibility for ensuring that people of all races and ancestry, and all those who are protected under the grounds of the *Ontario Human Rights Code*, experience a fair and positive learning and working environment.

The Board strives to reduce the impact of culturally-embedded racial stigma and systemic racism, and to prevent further expressions of systemic racism rooted in histories of colonialism.

2. DEFINITIONS

Anti-racism: Anti-racism is a proactive commitment to creating safe and inclusive spaces across society, especially in public spaces, and to attaining race and educational equity.

Discrimination: Discrimination is differential treatment which negatively affects the status of a person based upon a prohibited ground under the *Ontario Human Rights Code*.

Equity: Equity is the provision of opportunities for equality, ensuring that personal or social circumstances are not an obstacle to achieving potential. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present discrimination against identified groups and removing barriers, eliminating discrimination, and remedying the impact of past discrimination.

Harassment: Harassment is defined in the *Ontario Human Rights Code* as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome". Harassment includes incidents involving hate or bias that actively target a group protected under the *Human Rights Code*, and are publicly communicated, and willfully intended to promote or incite bias or hatred against an individual or group.

Inclusion: Inclusion embraces diversity and promotes full acceptance of all persons, regardless of racial identities or any personal characteristics protected under the *Ontario*

Human Rights Code. Inclusion is achieved through tutoring, nurturing, coaching, and mentoring of persons most impacted by systemic racism.

Protected Grounds: The *Ontario Human Rights Code* defines protected grounds as: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

Racialized People: The term refers to the ways in which language is used to colonize, identify, and commodify “the Other”. The term only exists due to the reality of racism. If racism is eliminated, the term will no longer be needed.

Systemic Racism: Systemic racism is expressed in racialized outcomes rather than individual bigotry and targeting. It is embedded in policies and practices, and creates racial disparities without any expressions of racial intent or explicit racial bias. Systemic racism fosters policies and practices that marginalize members of racialized groups and limit their access to benefits and opportunities.

3. APPLICATION

- 3.1 This policy applies to all members of the Board’s community including, but not limited to, students, staff, trustees, contractors, parents, volunteers, permit holders and all other persons who are invited to or who work on Board property. All employees, students, and persons invited to or visiting Board property will strive to maintain the highest level of professional and personal courtesy when interacting with Board employees and students.
- 3.2 This policy also applies to any communication or activity which may take place outside of Board property but which has the effect of or results in adversely affecting the Board’s working and learning environment.

4. POLICY

4.1 Anti-Racism, Equity, and Inclusion

- a) Moose Factory Island District School Area Board is committed to the following guiding principles:
 - promoting a culture of anti-racism, equity, and inclusion;
 - valuing differences and accepting individuals as they are;
 - providing opportunities for all to participate actively and develop to their full potential;
 - promoting the dignity of all;
 - treating all members of the education community with fairness;
 - addressing historical and ongoing hurt and harm rendered upon Indigenous and other racialized peoples; and
 - focusing particularly on barriers which have consistently resulted in disproportionate outcomes for Indigenous students.

- b) Moose Factory Island District School Area Board is committed to providing a learning and working environment in which all individuals treat each other with respect and dignity, free from objectionable conduct or harassment.
- c) The Board is committed to an education system that upholds the principles of equitable and inclusive education in order to enable each student to learn effectively, to reduce achievement gaps, and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation, family status, religious and linguistic differences, and other historical forms of marginalization.
- d) The Board recognizes that equity of opportunity and equity of access to a full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the district.
- e) The Board will implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning.
- f) The Board is dedicated to serving the staff, students, and families in diverse communities by incorporating the principles of equitable and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.
- g) The Board will investigate in a thorough and timely manner any claims of discrimination and harassment and take appropriate action, consistent with the principles of the *Ontario Human Rights Code*.

4.2 Partnerships with Indigenous and Other Racialized Peoples

- a) Moose Factory Island District School Area Board recognizes and appreciates the cultural and individual differences inherent within the children of Indigenous peoples and other racialized groups, and will encourage these students to become active participants in their own educational progress and valued contributors to the enrichment of other students.
- b) The Board will embed Indigenous perspectives, traditions, and culture in curriculum content areas.
- c) The Board provides the opportunity for students and their parents to voluntarily self-identify as belonging to a racialized group to improve learning outcomes.
- d) Fulfilling a commitment to equity and inclusion requires a focus on effective educational programs for Indigenous and other racialized students. It includes a focus on building strong partnerships with their parents and communities.
- e) The Board is committed to building partnerships and effective working relationships with local organizations. In particular, the Board's established partner, the Moose Cree Education Authority, is an important resource for securing community perspectives on the progress of this policy in addressing systemic disparities and holding the Board accountable.

- f) The Board will work with Indigenous communities and organizations to address systemic barriers such as persistent achievement and graduation disparities, disproportionate suspensions and expulsions, and disproportionate referrals to the Children's Aid Society (CAS) and to the police.

4.3 Active Support for Inclusion

- a) Moose Factory Island District School Area Board will make every reasonable effort to ensure that all policies, procedures, and practices are consistent with the principles of anti-racism, dignity, inclusion, and equality of opportunity for all.
- b) The Board makes accommodations for persons with disabilities. The Board is committed to making services and facilities accessible to people in its communities in accordance with the provisions of the *Ontario Human Rights Code*, the *Ontarians with Disabilities Act*, and the *Ontario Building Code*.
- c) The Board actively supports students and staff members, regardless of their sexual orientation, in enjoying respectful and inclusive experiences each day. The Board is committed to combatting homophobia and advancing inclusivity for all Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer or Questioning, and Intersex ((2SLGBTQI+) students and their families.
- d) The Board acknowledges every individual's right to follow or not follow religious/spiritual beliefs and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide religious/spiritual accommodation to students and the staff.
- e) Religious accommodation will be in accordance with the *Ontario Human Rights Code*, the requirements in Policy/Program Memorandum No. 108 Opening or Closing Exercises, and in sections 27-29 of Ontario Regulation 298 regarding religion in schools.

5. BOARD EXPECTATIONS

- 5.1 Everyone plays an important role in building a culture of human rights at the Board.
- 5.2 The Board expects that all students will be provided with positive role models, a sense of human worth, and the opportunity to develop their abilities and aspirations.
- 5.3 The Board expects that each staff member will have the opportunity to develop abilities and aspirations, and that the leadership potential of all staff members will be recognized and developed.
- 5.4 The Board is committed to providing administrators, staff, students, and other members of the school community with opportunities and resources to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the *Ontario Human Rights Code* and to provide a supportive school environment.

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- 5.5 The Board will equip staff and volunteers with the resources to provide programs to promote anti-racism, equity, and inclusion.
 - 5.6 The Board expects all staff members to stop, interrupt, name, and report discrimination, provide support for affected individuals, and hold people accountable for their discriminatory actions.
 - 5.7 The Board will engage parents, and the wider community to educate them on their rights and the resources that are available to them to effectively advocate for themselves and their children.

6. ASSESSMENT AND MONITORING

- 6.1 The Board continues to take steps to raise awareness and understanding about human rights issues and the harmful effects of racism and all forms of discrimination.
- 6.2 Supervisors will include equity and inclusivity goals for the staff in conducting performance appraisals.
- 6.3 The Board will hold people accountable for violations of this policy. Violations will result in remedial measures and may be subject to appropriate and proportionate disciplinary actions.
- 6.4 The Board is committed to assessing and monitoring district progress in implementing Ontario's Equity and Inclusive Education Strategy, and to communicating these results to the community.
- 6.5 This monitoring process involves the collection and analysis of race equity data to support evidence-based decision making.

REFERENCE DOCUMENTS

Legal:

Education Act, para. 8 (1) 29.1 Need for Board Equity and Inclusion Policy

Education Act, Section 169.1 Board Powers and Duties: School Climate

Canadian Charter of Rights and Freedoms

Ontario Human Rights Code

Occupational Health and Safety Act

Accessibility for Ontarians with Disabilities Act 2005

Ontario Building Code

Ontario's Equity and Inclusive Education Strategy 2009

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation: Realizing the Promise of Diversity 2014

Ontario's Education Equity Action Plan 2017

Ontario's Anti-racism Strategic Plan 2017

PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2013

PPM No. 108 Opening or Closing Exercises

PPM No. 128 The Provincial Code of Conduct and School Board Codes of Conduct
Ontario Regulation 298, Sections 27-29 Religion in Schools

Board:

Board Policy GOV-01 Vision, Mission, and Values
Board Policy GOV-02 Strategic Directions
Board Policy GOV-08 Learning and Working Environment: Safe Schools
Board Policy GOV-09 Safe Schools: Board Code of Conduct
Administrative Procedure 147 Staff and Student Use of the Internet
Administrative Procedure 151 Accessibility Standards and Practices
Administrative Procedure 152 Accessibility Standards: Training and Communication
Administrative Procedure 307 Accessibility Standards: Student Transportation
Administrative Procedure 319 Service Animals in the School
Administrative Procedure 376 Progressive (Student) Discipline
Administrative Procedure 419 Accessibility Standards: Individualized Emergency
Response Information
Administrative Procedure 436 Accessibility Standards for Employment
Administrative Procedure 493 Workplace Conflict and Harassment