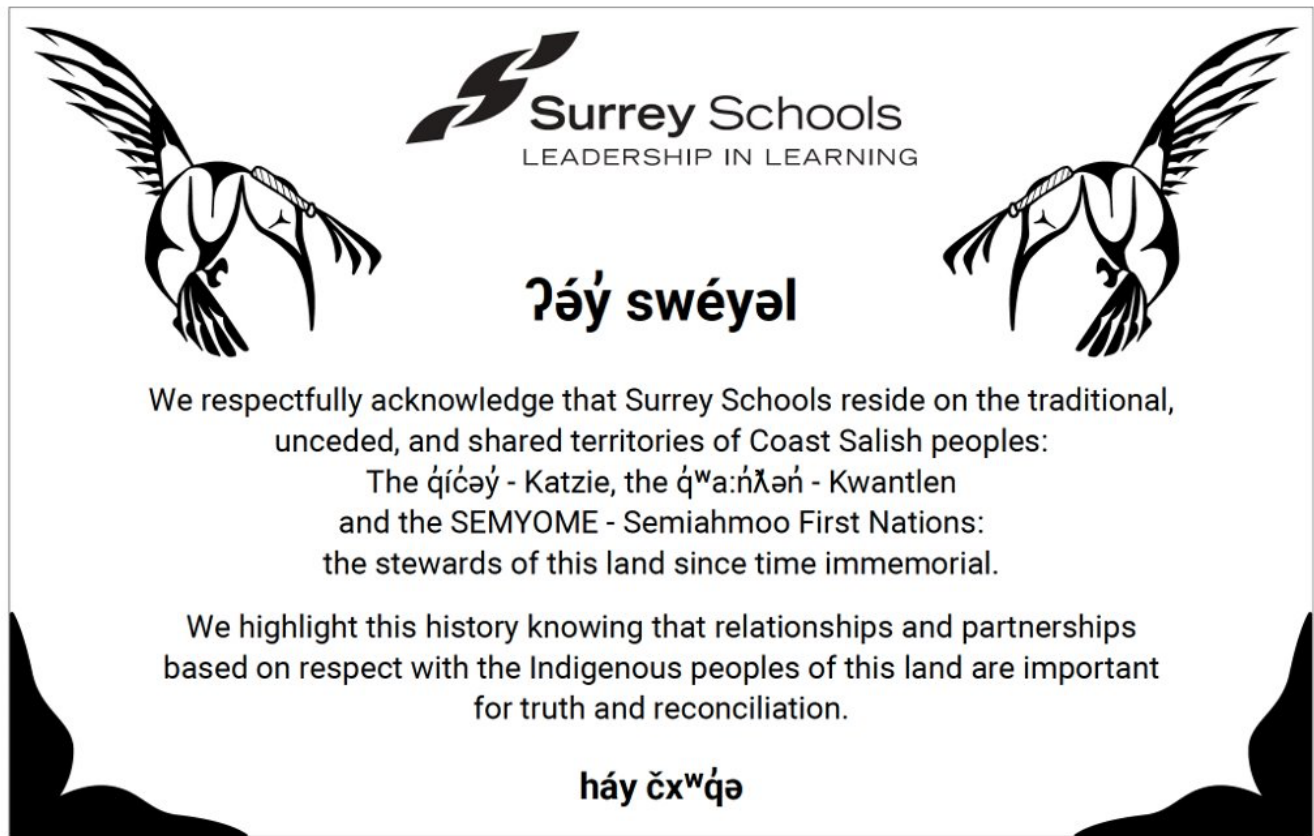


RACIAL EQUITY STRATEGIC PLAN 2023-2028

OUR JOURNEY FORWARD



Territorial Acknowledgement



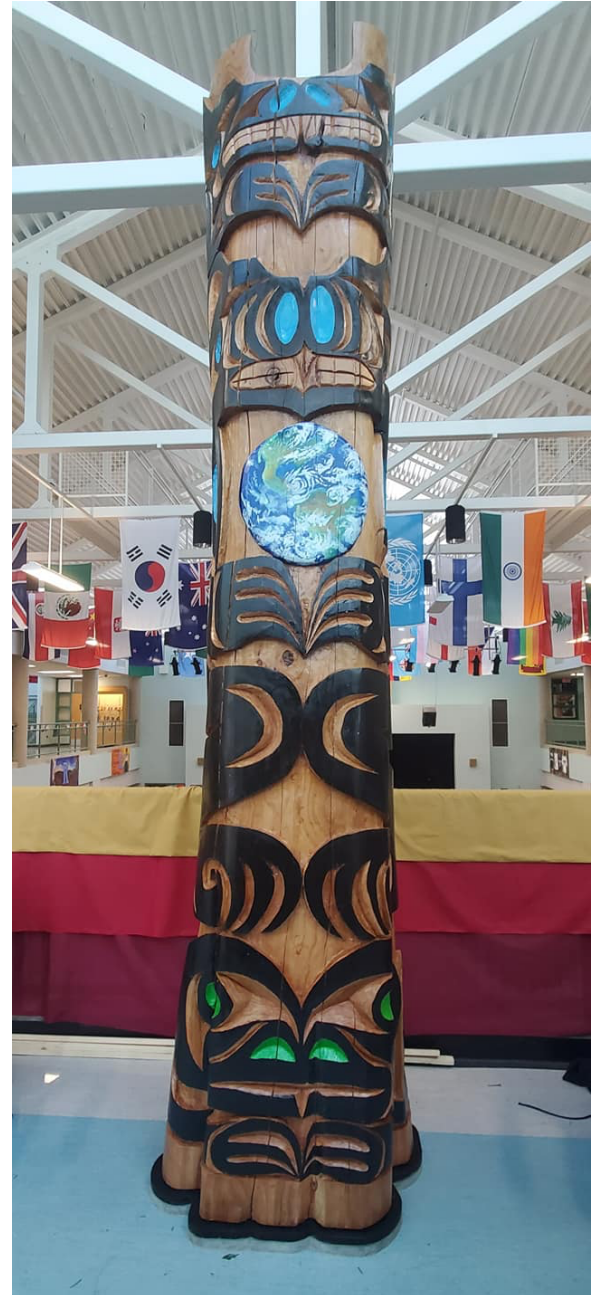
Anti-Indigenous Racism

Surrey Schools is committed to acknowledging historical and ongoing injustices to Indigenous Peoples across Canada and to honouring and acting on Truth and Reconciliation. Furthermore, we are committed to including and lifting up the wisdom of the local Indigenous cultures, languages and identities and making the First Peoples Principles of Learning evident and highlighted in classrooms, learning spaces and workspaces.

Cultural safety and Anti-Indigenous racism are a focus throughout this strategic plan. Various action items have been gathered from Indigenous students, Indigenous staff and leaders, and Indigenous community members. Our journey forward in the Racial Equity department, and throughout the district, will be a partnership with the district Indigenous Learning department to ensure Indigenous voices guide us in Anti-Indigenous racism principles and perspectives. Success for Indigenous learners and ensuring belonging for all Indigenous students, staff and families is a key district priority and a shared responsibility for all departments.

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Welcome Post – Fleetwood Park Secondary
Designed and carved by Kwantlen First Nation
artist Brandon Gabriel



Dear staff, students, parents and guardians,

On behalf of the Surrey School District, we are pleased to share our district's Racial Equity Strategic Plan.

This plan is an important step forward in our commitment to fostering more inclusive and equitable work and learning environments for all students and staff, particularly Indigenous, Black and other racialized groups. It outlines priority areas, strategies and actions we will be implementing over the next five years to address systemic disparities, promote cultural responsiveness, and empower every individual within our diverse school communities.

This work is a collective responsibility, shared by every department, program, school and staff member. And it encompasses many areas, including policies, procedures, communications, professional development, staffing, programs, services, and curriculum.

Education is not just about the teaching and learning of knowledge and skills but also about nurturing empathy, respect, and a deep understanding of the unique experiences and backgrounds of our students and staff. This is the foundation of our work and will guide us in creating a more positive and compassionate educational experience for each and every student we serve. As educators we strive to create compassionate and welcoming learning environments where all student's perspectives are welcome and encouraged.

Achieving racial equity is an ongoing process that requires collaboration, persistence, and a willingness to learn, breakdown barriers and grow together. We invite you to join us in embracing this strategy, as we know that only by working together can we create a learning environment that ensures belonging for everyone — one where every student can embrace their uniqueness, pursue their dreams, and make meaningful contributions to our society.

Thank you for your continued support.

With gratitude,



Laurie Larsen
Chairperson
Surrey Board of Education



Mark Pearmain
Superintendent | CEO
Surrey School District

LEADERSHIP IN LEARNING

Surrey Schools – Superintendent's Department 14033 92nd Avenue, Surrey, B.C. V3V 0B7
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VISION

TO COLLECTIVELY STRENGTHEN WORK AND LEARNING ENVIRONMENTS THAT ARE CULTURALLY RESPONSIVE, CELEBRATE DIVERSITY OF COMMUNITY, AND STRIVE TO ENSURE BELONGING FOR EVERYONE.

COMMITMENT

SURREY SCHOOLS IS COMMITTED TO RACIAL EQUITY AND PROVIDING A RESPECTFUL AND SAFE ENVIRONMENT THAT IS FREE OF RACISM, DISCRIMINATION, AND OPPRESSION FOR ALL STUDENTS AND EMPLOYEES.

Introduction

In the spring of 2021, the Surrey Board of Education commenced a racial equity environmental assessment, with the Racing to Equity (R2E) group to better understand the lived experiences of BIPOC (Black, Indigenous, and other Persons of Colour) students, staff and families with racism in Surrey Schools.

Over 500 participants, which included students, families, district staff, educators, members of our school community and the broader Surrey and White Rock communities, provided their experiences in 39 listening circles. After close to a year of listening and learning, the Racing to Equity (R2E) group created a report, which provided a pathway forward for the school district.

In the fall of 2022, in support of the various recommendations of the Racing to Equity (R2E) report, the Surrey Board of Education cast a clear and strong commitment to racial equity and anti-racism by creating a new Racial Equity Department. Following this announcement, the Board of Education hired a new Director of Instruction for Racial Equity to lead and guide the department and to develop a strategic plan for the district.

Over the past six months, the Director has engaged with students, staff, all departments in our organization, as well as families, community partners and school districts throughout the province to develop priorities, strategies, and actions to anchor our strategic plan.

The Director has hired two curriculum helping teachers to provide support and guidance to teachers on infusing culturally responsive pedagogy in classroom instruction and assessment practices. The Racial Equity helping teachers will collaborate with the Priority Practices helping teachers to provide an integrated approach to curriculum development support and resources. Furthermore,

the department continues to grow to build capacity and support students and staff. Recently, the department added a Manager of Racial Equity to support various aspects of the strategic plan, including community and schools programs and partnerships.

In addition, to Anti-Indigenous Racism outlined at the beginning of the strategic plan, Anti-Black Racism is also a focus in this strategic plan and will be guided by the Racial Equity department and Black voices and perspectives throughout our school district and other partner groups. Affinity groups will play an integral part of student and staff voice, as they provide for a safe, trauma-informed method, of connection, support, and networking for racialized groups.

In our journey forward it is important students, staff and community members are aware racial equity definitions and principles are rooted and defined in human rights legislation. This is ongoing work and various terms continue to be added to various commissions. Racial equity is defined as, “The systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone. Racial equity is a process (engaging with BIPOC persons/groups) and an outcome (equitable treatment of BIPOC persons/groups).”¹

The term BIPOC is widely used across the United States of America, whereas in Canada, the common term is IBPOC, or Indigenous, Black, and other racialized groups. As a result, the phrase Indigenous, Black and other racialized groups, will be used throughout the Strategic Plan.



Student Leadership Club Meeting – Green Timbers Elementary
Agenda - Importance of identity and learning about other cultures.

¹ Ontario Human Rights Commission - <https://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms>

Racial Equity Strategic Plan

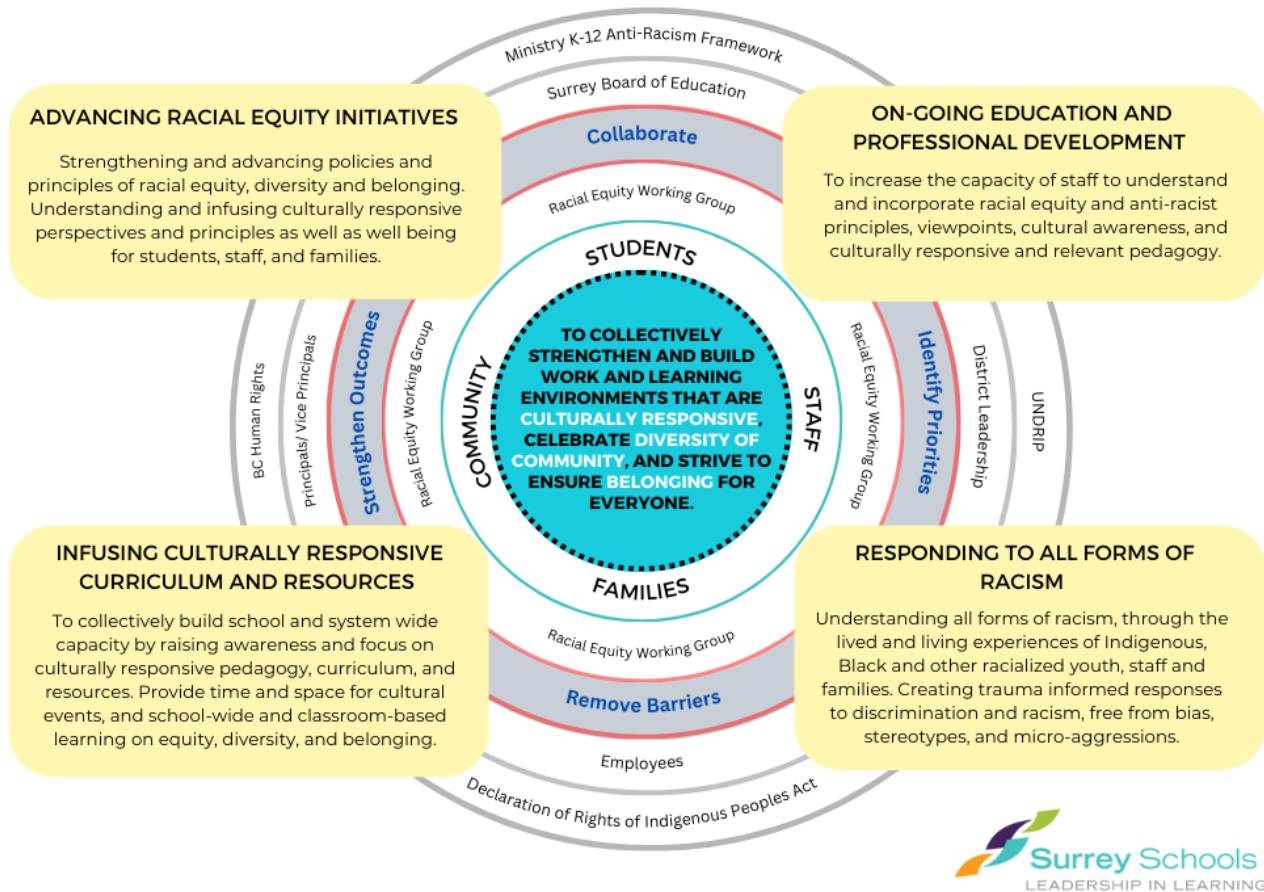
The mandate of the Racial Equity Department is to create and lead a 5-year District Racial Equity Strategic Plan, which is shared responsibility of our entire organization. A variety of actions contained in the plan have already been initiated for some time but require greater support, depth, and collaboration. For example, the Priority Practices department and Building Professional Capacity department have both offered an array of workshops on equity and belonging in the classroom and to leadership teams. The Strategic Plan builds on this early work, and the work in Indigenous Learning, and looks to make meaningful connections to all departments and schools in advancing racial equity and anti-racism.

The Racial Equity Strategic Plan:

- ⇒ Is necessary to provide a vision, priorities, process and outcomes for how to address various forms of racism, such as: interpersonal, internalized, systemic and structural racism, and to promote and instill racial equity principles and foundations in our schools and school district sites.
- ⇒ Is evidence-based and built on guiding foundational principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Declaration on Rights of Indigenous Peoples Act (BC), B.C. Human Rights and other Canadian Human Rights legislation, the B.C. K-12 Anti-Racism Action Plan, and the B.C. Anti-Racism Data Act.
- ⇒ Is a commitment from the Board of Education, district leadership, principals and vice-principals, teachers, and all staff in our organization to strengthen work and learning environments and provide for racial equity, diversity, and belonging in all schools and district sites. This includes developing a racial equity policy in Surrey Schools.
- ⇒ Connects and builds upon the guiding principles and framework of the British Columbia Ministry of Education and Child Care K-12 Anti-Racism Action Plan.



Racial Equity - Our Journey Forward



To collectively strengthen and build work and learning environments that are **culturally responsive**, celebrate **diversity of community**, and strive to ensure **belonging** for everyone.

It is through this vision, we will see the educational benefits of racial equity, diversity, and belonging, which include:

- ◆ Exposure to more varied viewpoints and positions,
- ◆ Enhanced cognitive complexity,
- ◆ Increased cultural awareness, knowledge and understanding,
- ◆ Enhanced self-confidence, motivation, and educational aspirations,
- ◆ Greater degree of cross-racial interaction,
- ◆ Diminished racial stereotypes,
- ◆ Enhanced ability to adapt successfully to change, and
- ◆ Development of values and ethical standards through reflection.²

² Clayton-Pedersen, Alma R., Nancy O'Neill, and Caryn McTighe Musil. Making Excellence Inclusive: A Framework for Including Diversity and Inclusion into Colleges and Universities Academic Excellence Mission. American Association of Colleges and Universities, 2013.

Our Journey Forward

Beginning in September 2023, our school district, led by the Racial Equity Department, will begin to implement the Racial Equity Strategic Plan in collaboration with all stakeholders in our organization. This work will use a change process to connect and examine our processes and actions and work to build capacity and strengthen outcomes for all students, staff and families throughout the organization using existing departmental structures as a beginning point.

Throughout this process, and over the length of the plan, increasing training and workshops for all staff will be an important part of our journey forward and the priority of on-going education and professional development. In addition, the change process will be used to embed equity, diversity, and belonging principles in all human resources practices along with all district departments and schools. This work has already commenced and will continue throughout the duration of the strategic plan.

◆ Collaborate

- Spaces are created for departments, staff, and students to come together to reflect, learn and have conversations about racial equity and anti-racism.

◆ Identify Priorities

- Identify intersections in racial equity and anti-racism principles and current priorities and goals in schools and departments.

◆ Remove Barriers

- Identify barriers and challenges that exist based on marginalized and racialized perspectives and look to identify areas for improvement and growth.

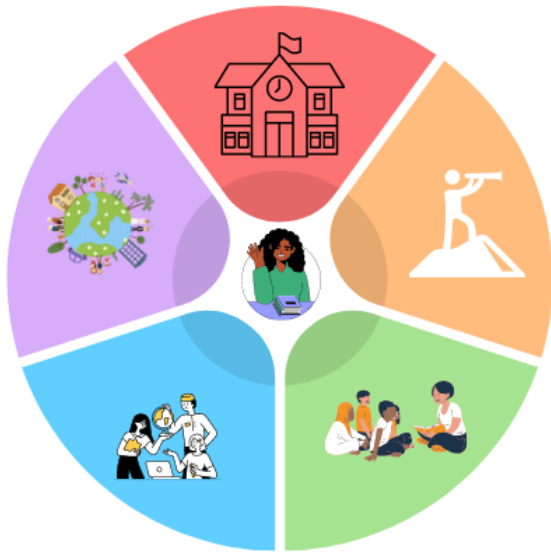
◆ Strengthen Outcomes

- Implement new strategies, objectives, and goals to strengthen racial equity outcomes for all.



Racial Equity Working Group

The working group is a partnership between staff and departments in Surrey Schools and community partners and will network to guide and provide feedback on the Strategic Plan Priorities. Student Voice will also play an important role in our working group.



District Leadership

Members of our Superintendent's department as well as Director's, District Principals, and Managers will bring key perspectives to the working group.



Principals and Vice Principals

Principals and vice principals are key members of our school communities and their vision for learning and leadership are essential to advancing racial equity in schools.



Support Staff

All members of our school and district sites play an important role in supporting students and families. Their perspectives are valued in our journey forward on this working group.



Teachers

The role of a teacher is critical to supporting student growth and well-being. Teachers will provide valuable guidance and feedback of racial equity priorities and strategies in this group.



Community Partners

Community partners provide a high degree of support and resources to families and students and we value their partnerships and feedback in our shared journey forward.



Students

Student participation will be a central voice in our working group and will help provide valuable feedback.

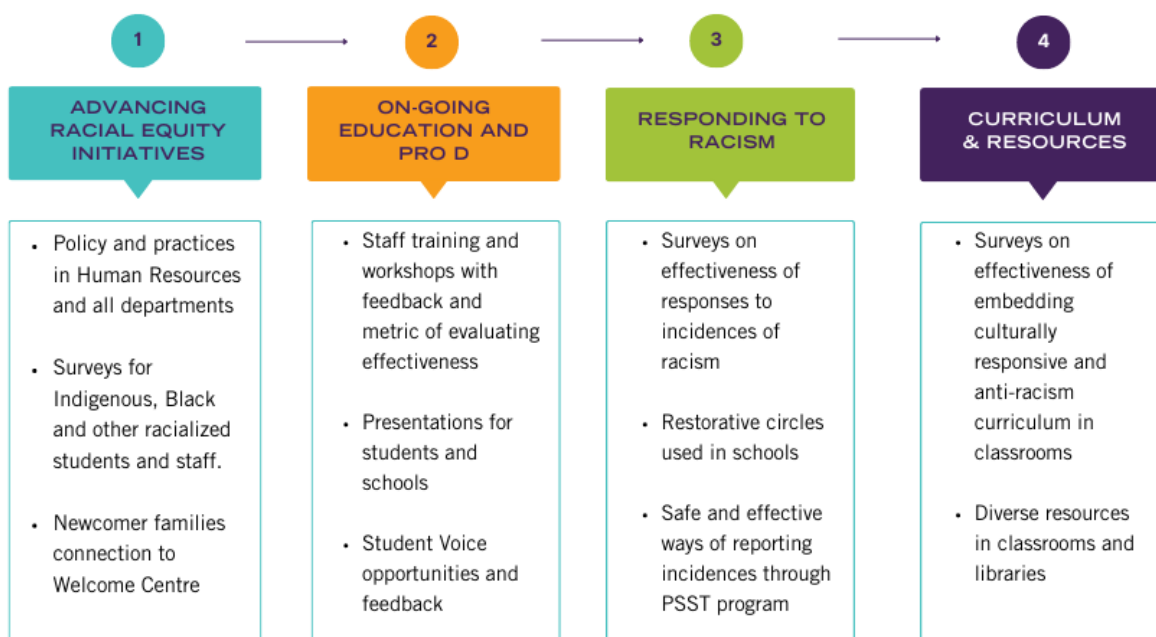
The Racial Equity Department will lead a Surrey Schools **Racial Equity Working Group** with representation from district leadership, principals and vice principals, teachers, support staff, students, parents, and community partners in Surrey Schools. Student Voice programs will also play a key role in providing feedback on racial equity priorities. This working group is a partnership and will be asked to provide guidance and feedback on the Strategic Plan priorities, strategies and actions. The District Working Group will meet regularly over the course of the school year.

In addition, the Racial Equity Department will provide **Annual Racial Equity Updates** in relation to the Racial Strategic Plan, to the Board of Education. This will provide regular and consistent accountability and transparency in our commitment to racial equity and anti-racism in our schools and workplaces.

The Racial Equity Strategic Plan is a multi-year journey forward and driven by student success and student and staff well-being. The work ahead is a shared responsibility of all staff and will require on-going feedback and various points of reflection and engagement. Through this engagement and student and staff voice, we will gain greater understanding in how success is defined and achieved. As a school district we will work together across departments and schools to gather information on various outcomes to guide our journey forward.

As priorities, strategies and actions evolve over time, we will look to broaden our outcomes and work together to understand how we can continue to improve and strengthen our work. Below are some examples of outcomes we will examine in order to measure our success in meeting our vision.

Key Outcomes - What We Will See



Everyone can play a role in identifying and advancing racial equity for all students in Surrey Schools. The Racial Equity Strategic Plan provides a foundation with 4 Priorities, 13 Strategies and numerous initial Actions, over the next 5 years. The Strategic Plan is in alignment with the BC Ministry of Education and Child Care's K-12 Anti-Racism Action Plan.

Finally, a glossary of terms is provided as Appendix A for ease of reference for students, staff, and families. These terms are referenced from the B.C. Human Rights Commission, Ontario Human Rights Commission, and the Government of Canada.

For more information and updates on our Racial Equity Strategic Plan follow us at @racialEQ36 on Instagram and Twitter or go to www.surreyschools.ca.

Racial Equity – Our Journey Forward

Priorities & Strategies

Priority: Advancing Racial Equity Initiatives

Strategy:

1. Strengthening Culturally Responsive Policies

- To strengthen and centre policy and governance with principles of anti-discrimination, anti-oppression, racial equity, anti-racism, and human rights by creating a new Racial Equity District Policy and by reviewing existing policies and procedures in collaboration with the Policy Review Committee to identify gaps and other areas for improvement.

2. Strengthening Racial Equity, Diversity, and Belonging in Schools and Workplaces

- To ensure and promote school communities and workplaces that are culturally informed, responsive and relevant, respectful of all people, and create belonging for all with special regard for the lived and living experiences of Indigenous, Black and other racialized groups.

3. Strengthening Culturally Affirming Initiatives in Schools and Workplaces

- To acknowledge and learn about culture, equity, and health related events and celebrations in schools and workplaces to highlight the importance of our shared values of caring and compassionate learning and working environments.

4. Strengthening Communication to our Diverse School Communities

- To provide clear, accessible and timely communication and information from schools and the school district to all members of our school communities. Recognizing the diversity of Surrey Schools students, staff and families, it is important communication, print and digital information, and resources are available in multiple languages to assist with understanding and with creating belonging for everyone.

5. Understanding our Students and Staff through Data and Research

- To create and strengthen demographic data stewardship initiatives in order to better understand and analyze the ethnicity and cultural diversity of our students and staff. This will allow us to better understand various gaps across our organization and encourage greater diversity and support the cultural milieu of our schools, school district and community.

6. Building Culturally Affirming Community Voice and Partnerships

- To strengthen opportunities for students and staff voice and further relationships with community partners, organizations, and post-secondary institutions to support Indigenous, Black, and other racialized students.

7. Improving Culturally Responsive Student and Staff Well-being and Mental Health

- To provide students and staff consistent, clear, and easily accessible, mental health and well-being supports and resources in alignment with the Ministry of Education and Child Care Mental Health in Schools Strategy and the K-12 Anti-Racism Action Plan.

Priority: Responding to All Forms of Racism

Strategy:

1. Understanding and Responding to Racism in Schools

- To build capacity and understanding of past and current responses to racism through the lived and living experiences of Indigenous, Black and other racialized students. By understanding these experiences, we will create administrative processes and responses that are trauma informed, inclusive of families, free from bias and stereotypes, and responsive to all types of racism in schools.

2. Understanding and Responding to Racism in Workplaces

- Working with staff, district wide, to provide knowledge and understanding of culturally affirming and responsive language and behaviours in the workplace. To create clear, bias free pathways and instructions to confront and report discrimination to supervisors and managers as well as to Human Resources. In addition, provide knowledge and understanding on generational shifts in cultural awareness and how the principles of diversity and belonging are reflected in work environments.

Priority: On-Going Education and Professional Development

Strategy:

1. Cultivating Culturally Responsive Education and Professional Development Opportunities

- To increase the capacity of staff to understand and incorporate racial equity and anti-racism principles, viewpoints, cultural awareness, and culturally responsive and affirming pedagogy in schools and all district sites. Further, to increase the capacity of staff to apply racial equity policies and practices in their daily work while increasing access, opportunities, and outcomes for Indigenous, Black and other racialized students, staff, and families.

Priority: Infusing Culturally Responsive Curriculum and Resources

Strategy:

1. Infusing Culturally Responsive Pedagogy and Core Competencies

- To increase awareness of how core competencies curriculum promotes and affirms cultural identity and understandings. Provide time and space for events, school-wide, and classroom-based learning and reflection on equity, diversity and belonging, as well all cultural events and their connection to core competencies.

2. Infusing Culturally Responsive Pedagogy and Curricular Competencies

- To increase awareness and focus on culturally responsive pedagogy and curricular competencies in instructional design, assessment, and social emotional learning. Further, continue to strengthen focus areas on educational equity, evidence-informed practice, collaborative inquiry, inter-disciplinary learning, and quality learning resources.

3. Diverse Resources for Learning

- To increase culturally responsive, affirming and diverse resources for learning, both digital and print, to support educators and students.

Racial Equity – Our Journey Forward

Actions 2023-2028

Priority: Advancing Racial Equity Initiatives

Strategy:

1. Strengthening Culturally Responsive Policies

- To strengthen and centre policy and governance with principles of anti-discrimination, anti-oppression, racial equity, anti-racism, and human rights by creating a new Racial Equity District Policy and by reviewing existing policies and procedures in collaboration with the Policy Review Committee to identify gaps and other areas for improvement.

Actions 2023-2028:

- Establish a Racial Equity Policy that affirms the Surrey School District's commitment to providing a racially equitable, diverse, respectful, and safe environment free of racism, discrimination, and oppression for all students and employees.
- Establish a Racial Equity Policy that affirms the Surrey School District's commitment to ensuring that all its policies and procedures align with the BC Human Rights Commission expectations of equity.
- Engage Indigenous, Black, and racialized student voices as part of the Racial Equity Policy Development process.
- Ensure staff from racialized groups are included in the district policy development consultation process.
- Strengthen policy to affirm the Surrey School District's commitment to honouring and acting on Truth and Reconciliation. Furthermore, we are committed to including and lifting up the wisdom of local Indigenous cultures, languages and identities and making the First Peoples Principles of Learning evident and highlighted in classrooms, learning spaces, and workspaces.
- Review and strengthen Anti-Discrimination & Human Rights District policies and regulations by incorporating an employment equity lens.
- Review and Strengthen Safe and Caring Schools District policies and regulations through racial equity, anti-racism and human rights principles and foundations.

Strategy:

2. Strengthening Racial Equity, Diversity, and Belonging in Schools and Workplaces

- To ensure and promote school communities and workplaces that are culturally affirming and responsive, respectful of all people, and create a sense of belonging for all students and staff with special regard for the lived and living experiences of Indigenous, Black and other racialized groups.

Actions 2023-2028:

- Ensure principles of Racial Equity, Diversity, and Belonging in schools are advanced and led in collaboration with district departments and the Racial Equity Department and the shared work of staff, principals and vice-principals.
- Ensure principles of Racial Equity, Diversity, and Belonging in the workplace are advanced and led through the Human Resources Department in collaboration with the Racial Equity department.
 - Increase resources and communication to staff and anti-racism leads in schools so they are aware of how anti-discrimination and racial equity is a commitment and a priority in the workplace.
 - Increase understanding among staff of the role played by cultural competency in workplace interactions.
 - Review current policies and practices in the Human Resources department with a Racial Equity, Diversity, and Belonging lens.
 - Increase strategies to embed cultural competency concepts in organizational policies, guidelines and practices by being familiar with cultural competency assessment tools.
 - Provide opportunities for managers and leaders to understand how to navigate cross-cultural and related conflicts, tensions, and misunderstandings.
 - Co-create with Human Resources a guide to best practices for equitable, diverse, and belonging hiring processes, incorporating unconscious bias training for hiring committees, and circulate among all departments.
 - Increase diversity on hiring committees by including representation from racialized groups.
 - Co-create with Human Resources recruitment and retention strategies aimed at increasing racialized representation in the workplace and celebrating diversity as an asset, with special emphasis on Indigenous peoples. Including providing various opportunities, particularly for racialized staff, for professional growth in various roles, including leadership and management.

Strategy:

3. Strengthening Culturally Affirming Initiatives in Schools and Workplaces

- To acknowledge and learn about culture, equity, and health related events and celebrations in schools and workplaces to highlight the importance of our shared values of caring and compassionate communities.

Actions 2023-2028:

- Create a district Racial Equity, Diversity, and Belonging Calendar with important cultural dates, in addition to recognizing the importance of Truth and Reconciliation Day, Black History/Excellence Month, and cultural months that occur throughout the school year.
- Support First Peoples in Residence Week Initiatives in schools by reaffirming cultural safety and by providing informational resources to schools.
- Provide schools with guest speaker contacts for grade level and school wide workshops/presentations for students in elementary and secondary schools on various topics on racial equity, with special emphasis on including Anti-Indigenous Racism and Anti-Black Racism.
- Support ‘Diversity Week’ or ‘Multicultural Day’ opportunities in schools through sharing resources and ideas. These events support the Core Competencies and student self-reflection.
 - Support students taking responsibility to co-create action plans for racial equity and to share self-reflections, ideas, and importance of racial equity with their peers in all learning spaces.
- Co-create with school staff, resources for staff in schools on appropriate school displays of cultural information for various holidays and celebrations.
- Co-create with Building Professional Capacities department, ongoing Student Voice opportunities and structures for all students, particularly Indigenous, Black and other Racialized groups.
- Identify and support Black Student Unions, Anti-Oppression Collectives, and other related clubs in secondary schools with community social justice and equity organizations.
- Co-create with Racial Equity department and Community Schools Partnerships department, greater understanding for staff, students, and families on the importance of affinity groups/spaces for racialized students, in particular, Black youth and Indigenous youth as well as racialized youth.

Strategy:

4. Strengthening Communication to our Diverse School Communities

- To provide clear, accessible and timely communication and information from schools and the school district to all members of our school communities. Recognizing the diversity of Surrey Schools students, staff and families, it is important communication, print and digital information, and resources are available in multiple languages to assist with understanding and with creating a sense of belonging for everyone.

Actions 2023-2028:

- In collaboration with the Indigenous Learning department and Communications department, co-create and strengthen communication methods and processes for engaging with community members, including identifying barriers experienced by local urban and land based First Nations families and community members.
- Co-create and strengthen, with multiple departments, the student registration and intake process by identifying and removing barriers that exist for families and promoting connection and belonging to schools.
- Provide instructions to families on how to view school newsletters in Microsoft Sway and community bulletins in multiples languages.
- Increase number of translated documents and resources, available to families on the Surrey Schools website, to align with the number of spoken languages represented in Surrey.
- Create social media awareness of student, staff and family participation and learning in schools, related to cultural learning and racial equity.
- Strengthen signage (and other methods of communication) in schools and district sites to promote greater understanding through language for staff and visitors in a welcoming and caring way.
- Increase and strengthen understanding and access to Communicating Student Learning reports for parents (K-12) as new reporting requirements are introduced and established.

Strategy:

5. Understanding our Students and Staff through Data and Research

- To create and strengthen demographic data stewardship initiatives in order to better understand and analyze the ethnicity and cultural diversity of our students and staff. This will allow us to better understand various gaps across our organization and encourage greater diversity and support the cultural milieu of our schools, school district and community.

Actions 2023-2028:

- Increase opportunities and partnerships with local urban and land based First Nations to better understand how data and research can provide information on areas for improvement, barriers and gaps to access and communication for Indigenous families.
- Increase opportunities and partnerships for scholarly research and innovation in racial equity, diversity and belonging.
- In accordance with the BC Anti-Racism Data Act, co-create with multiple departments, programs aimed at developing systems and processes for data collection of ethnic and cultural identity (demographic data) of staff in our schools and workplaces with the intent of understanding current workforce metrics, representation of diverse groups within an organization, internal workforce mobility, opportunities and gaps, and to further racial equity, diversity and belonging initiatives.
- Increase use of data and research tools and techniques to advance opportunities in recruitment and retention of racialized staff using demographic data.
- In accordance with the BC Anti-Racism Data Act, co-create with multiple departments, programs aimed at developing systems and processes for data collection of ethnic and cultural identity (demographic data) of students in our schools with the intent of understanding representation of diverse groups in schools, identify barriers that may exist, and opportunities and gaps to further racial equity, diversity and belonging initiatives.
- In accordance with the BC Anti-Racism Data Act, working towards co-creating structures and programs aimed at understanding incidences and responses to acts of racism and discrimination in schools and workplaces.

Strategy:

6. Building Culturally Affirming Community Voice and Partnerships

- To strengthen opportunities for students and staff voice and further relationships with community partners, organizations, and post-secondary institutions to support Indigenous, Black, and other racialized students.

Actions 2023-2028:

- Increase understandings of First Peoples Principles of Learning with Child Care community partners who work directly with children in early learning across the district.
- Create opportunities between the Racial Equity Department and Community Schools Partnerships to work with the Director of Instruction – Racial Equity to develop and co-construct programs and partnerships for students with government, school district, schools, post-secondary institutions, and community organizations, including non-profit organizations.
- Increase opportunities for student engagement with social innovation partnerships supporting Indigenous, Black, and other racialized communities.
- Increase opportunities with organizations supporting career and scholarship opportunities for students from Black, Indigenous, and other racialized groups.
- Increase understanding for staff, students, and families on the importance of affinity groups, both inside and outside our school district, for racialized students, in particular, Black youth and Indigenous youth.
- Increase awareness to new families to Canada of Newcomer/Immigrant Engagement Series with the Welcome Centre and Settlement Services.

Strategy:

7. Improving Culturally Responsive Student and Staff Well-being and Mental Health

- To provide students and staff consistent, clear, and easily accessible, mental health and well-being support and resources in alignment with the Ministry of Education and Child Care Mental Health in Schools Strategy and the K-12 Anti-Racism Action Plan.

Actions 2023-2028:

- Encouraging students to use the PSST online reporting tool as a safe and anonymous way of reporting racism and concerns with student safety.
- Encouraging students to use the Kids Help Phone line (1-800-668-6868 and 604-872-33311) or text (686868) to speak or connect with counsellors, and trained volunteers 24/7.
- Increase opportunities in schools for formal Student Voice structures and school wide promotion of cultural events and celebrations, which directly promote sense of belonging for students.
- Increase opportunities for school and district counsellors to network, and learn, about new and existing mental health issues and resources as well as risk assessment procedures, including restorative circles, when working with racialized youth, staff, and families.
- Co-create partnerships with Employee Health and Safety Department for various activities related to wellness available to all staff across Surrey.
- Collaborate with Surrey Schools staff developing Mental Health in Surrey Schools Framework to advance opportunities to share:
 - Learning resources to staff aimed at understanding the importance and relevancy of adverse childhood experiences among Indigenous and Black youth through a trauma informed lens.
 - Community supports and resources available to students, staff, and families, in collaboration with Fraser Health.
 - Include focus on mental health supports for refugee students and families.
 - Highlight key Areas of Learning (K-12) linked to student mental health learning, such as Physical & Health Education.

Priority: Responding to All Forms of Racism

Strategy:

1. Understanding and Responding to Racism in Schools

- To build capacity and understanding of past and current responses to racism through the lived and living experiences of Indigenous, Black and other racialized students. By understanding the lived and living experiences of Indigenous, Black and other racialized groups, we will create administrative processes and responses that are trauma informed, inclusive of families, free from bias and stereotypes, and responsive to all types of racism in schools.

Actions 2023-2028:

- Use a trauma-informed approach to understanding and responding to conflict that recognizes Indigenous families lived and living experiences with colonization and systemic, interpersonal, internalized, and structural racism.
- Use a trauma-informed approach to understanding and responding to conflict that recognizes Black families lived and living experiences with systemic, interpersonal, internalized, and structural racism.
- Increase and participate in opportunities to listen and consult with Black students, staff and families on the prevalent use of the N-word in schools and to work together to affirm how dangerous, inappropriate and unacceptable it is to speak, hear, and/or write the N-word in any form in schools.
- Continue to emphasize safe reporting methods students can use to report acts of racism and hate, including the PSST school district site, counselors, administrators, staff, and parents.
- Co-create with Principals, Vice-Principals, Student Support department, Safe Schools department, and Superintendent's department, clear guiding principles when responding to school-based incidents of racism, that is trauma informed, inclusive of families, free from bias and stereotypes, and responsive to all types of racism in schools.
- Increase a restorative circle option available to students, staff, and families when incidents of racism take place.

Strategy:

2. Understanding and Responding to Racism in Workplaces

- Working with staff, district wide, to provide knowledge and understanding of culturally affirming and responsive language and behaviours in the workplace. To create clear, bias free pathways and instructions to report all forms of discrimination to supervisors and managers as well as to Human Resources. In addition, provide knowledge and understanding on generational shifts in cultural awareness and how the principles of diversity and belonging are reflected in workplace expectations.

Actions 2023-2028:

- Establish Racial Equity Policy that affirms the Surrey School District commitment to providing a racially equitable, diverse, respectful, and safe environment free of racism, discrimination, and oppression for all students and employees.
- Establish Racial Equity Policy that affirms the Surrey School District responsibility to ensuring that all its policies, practices, and procedures adhere to the BC Human Rights Commission values and expectations of equity.
- Review current Human Resources practices and policies related to Employment Equity and how complaints of discrimination are reported and processed.
- Review new BC Human Rights Toolkit on Employment Equity and co-create information and resources for staff on practices for addressing workplace discrimination complaints.
- Create information, resources, and guiding principles on the complaint and conflict resolution process illustrating how staff can safely report complaints of discrimination and all forms of racism, including incidents of microaggressions, to Human Resources.
- Co-create with Human Resources processes for culturally safe ways of working through the reporting and investigation process for staff.

Priority: On-Going Education and Professional Development

Strategy:

1. Cultivating Culturally Responsive Education and Professional Development Opportunities

- To increase the capacity of staff to understand and incorporate racial equity and anti-racist principles, viewpoints, cultural awareness, and culturally responsive and affirming pedagogy in schools and all district sites. Further, to increase the capacity of staff to apply racial equity policies and practices in their daily work while increasing access, opportunities, and outcomes for Indigenous, Black and other racialized students, staff, and families.

Actions 2023-2028:

- Beginning in September 2023, introduce opportunities, through individual departments and schools, for all staff to participate in education and professional development on various themes, including:
 - Culturally Responsive and Affirming Practices and Pedagogy
 - Anti-Racism Foundations Modules:
 - Introduction and Definitions
 - Anti-Racism is about Human Rights
 - Upholding Children's Rights
 - Unconscious Bias
 - Privilege is Power
 - Intersectionality
 - Stereotypes and Microaggressions
 - Introduction to Systemic Racism and Anti-Racism
 - Interrupting Racism
 - Understanding Anti-Indigenous Racism and Cultural Safety
 - Understanding Anti-Black Racism and Allyship
 - Equity, Diversity, and Belonging
 - Compassionate Systems Understandings
 - Anti-Oppression Principles
 - Affirming Identities and Dismantling Hate
 - Further education modules/professional development to be released on an ongoing basis, for example:
 - Foundational terminologies, intercultural communication, bystander intervention, understanding and responding to racism, facilitating difficult conversations, culturally responsive curriculum and pedagogy, microaggressions, allyship, etc.

- Development of a revised introductory module on Discrimination, Harassment, Bullying, and Employment Equity (including racial equity) for all new staff hired to the school district during the onboarding process.
- Utilizing various structures and programs, advance education and the building of professional capacity to principals and vice principals across various themes in racial equity, diversity, belonging, and anti-racism.
- Increase opportunities for elementary and secondary based staff to collaborate with principals and vice principals to provide learning opportunities to students and staff in building capacity, connection to culturally responsive curriculum across learning areas in schools.
- Identify and increase opportunities for peer support and networking for staff and students that may belong to a particular racialized group to further strengthen anti-hate education.
- Co-create with principals, vice principals, and anti-racism leads, opportunities and resources for staff to gather to meet and learn about racial equity and anti-racism within schools.
- Identify and increase opportunities to collaborate with pre-service teacher education programs on importance of racial equity, diversity, belonging and culturally responsive pedagogy in education in Surrey Schools.
- Identify, communicate, and incentivize professional learning opportunities in racial equity, diversity, belonging for staff with universities, colleges and other post-secondary institutes.

Priority: Infusing Culturally Responsive Curriculum and Resources

Strategy:

1. Infusing Culturally Responsive Pedagogy and Core Competencies

- To increase awareness of how core competencies curriculum promotes cultural identity and understandings. Provide time and space for events, school-wide, and classroom-based learning and reflection on equity, diversity and belonging, as well all cultural events and their connection to core competencies.

Actions 2023-2028:

- Educators continue to improve the ability to apply the First People's Principles of Learning (FPPL) authentically and consistently in classrooms and learning environments.
- Furthering school culture and environments through Core Competency learning (K-12) and student self-reflection, where:
 - Students communicate importance of Truth and Reconciliation and First Peoples Principles of Learning in all learning areas.
 - Students have understanding of their own identity, culture, and learning strengths.
 - Every child and youth know they matter, they are cared for, and they belong.
 - Students feel safe, respected, heard and challenged.
 - Students recognize and cultivate a growth mindset and recognize and show compassion and empathy for others.
 - Students communicate skillfully with understanding and appreciation for all cultures, beliefs and values.
- Increase number of teachers accessing, learning, networking and receiving support from Helping Teachers for resources and strategies on Core Competencies.
- Increase number of schools using the Racial Equity, Diversity, and Belonging Calendar in school planning and sharing with families. Also, sharing celebration of cultural events in communication to families.
- Increase number of schools partnering with school parent groups, ex. Parent Advisory Committees, to celebrate all cultures and foster a greater sense of belonging in schools.

Strategy:

2. Infusing of Culturally Responsive Pedagogy and Curricular Competencies

- To increase awareness and focus on culturally responsive pedagogy and curricular competencies in instructional design, assessment, and social emotional learning. Further, continue to strengthen focus areas on educational equity, evidence-informed practice, collaborative inquiry, inter-disciplinary learning, and quality learning resources.

Actions 2023-2028:

- Educators continuing to improve the ability to apply the First People's Principles of Learning (FPPL) authentically and consistently in classrooms and learning environments.
- Students communicating understanding of anti-racism definitions and principles and appreciation for all cultures, beliefs and values.
- Students communicating importance of Truth and Reconciliation and First Peoples Principles of Learning in all learning areas.
- Students reflecting on their curriculum and understanding: How are cultures, histories, experiences, and knowledge honoured in their learning experiences? How do they communicate voice in the text they read and view, in the ways they demonstrate learning?
- Educators reflecting on their curriculum and practice: How are students' cultures, histories, experiences, and knowledge honoured in their learning experiences? Do they have voice and choice in the text they read and view, in the ways they demonstrate learning?
- Educators integrating culturally responsive and affirming pedagogy, practices, and perspectives in classroom learning that enhances equity, student voice, and agency.
- Educators developing and implementing culturally responsive assessment tools that are anti-racist, trauma-informed, and strength-based.
- Co-creating and supporting, with Education Services department, Building Professional Capacities, and Student Support, resources, opportunities for book clubs and other professional learning structures utilizing the Circle of Gathering and Circle of Sharing structure for staff in schools.
- Increase networking opportunities for educators to develop their own social, emotional learning and cultural competencies in their practice and learning area.

This includes supporting Anti-Racism Leads in schools and creating networking opportunities for Anti-Racism Leads in schools.

- Increase number of teachers accessing, learning, networking and receiving support from Helping Teachers for resources on culturally responsive instructional strategies, and culturally responsive assessment practices.
- Increase number of educators collaborating with Indigenous educators and community members, school administrators, other instructional leaders, and teachers in deepening their knowledge and understanding of Indigenous history, traditions, and culture.
- Increase number of educators identifying appropriate 'Big Ideas' in Social Studies Curriculum (K-12) and embedding Anti-Black perspectives, histories and lived and living experiences in all social studies classes K-12, demonstrating the commitment that Black history is Canadian History.
- Increase number of educators identifying appropriate 'Big Ideas' in Social Studies Curriculum (K-12) and embedding Anti-Hate Education by identifying intersections in historical knowledge and understandings in curricular content (K-12) related to identity, cultures, and civilizations and provide negative correlations to lived and living experiences of racialized groups.
- Affirming commitment to Professional Standard 9 – Truth and Reconciliation, specifically:
 - Educators respect and value the history of First Nations, Inuit, and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation, and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Metis.
 - Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritage, cultures, and ways of knowing and being of First Nations, Inuit and Metis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Metis worldviews and perspectives into learning environments.

Strategy:

3. Diverse Resources for Learning

- To increase culturally responsive, affirming, and diverse resources for learning, both digital and print, to support educators and students.

Actions 2023-2028:

- Increase number of opportunities for welcoming Indigenous elders into classrooms as rich resources for learning and ensuring cultural safety throughout the learning process.
- Co-create, with Priority Practices department, structures and tools where educators can explore and utilize engaging, accessible, appropriate and relevant digital and non-digital resources that are aligned with BC's curriculum.
- Increase number of learning opportunities for using text in rich and varied forms that engage students in reading, writing, speaking, viewing, representing, and thinking critically and creatively about ideas and concepts.
- Increase number of diverse resources that reduce barriers to learning and promote equitable access for students with complex needs.
- Collaborating with Priority Practices department, updating Learning Resources District Policy #8800 and Regulation #8800.1, #8800.2, and #8800.3 including: Learning Resource Evaluation Form – Print Resource – Literature.
- Increase number of educators selecting diverse resources that take into consideration the interests of their students, intercultural learning, account for different points of view, represent the diversity of the Canadian population and recognize racialized group's contribution to our society.
- Increase number of diverse resources where students see and hear themselves represented in the curriculum and the various texts they engage with.

Appendix A: Glossary

- BC Human Rights Commission - <https://bchumanrights.ca/glossary/>
 - Ontario Human Rights Commission - <https://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms>
 - Government of Canada: <https://www.canada.ca/en/canadian-heritage/campaigns/asian-heritage-month/anti-asian-racism.html>
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- **Anti-oppressive (BC Human Rights Commission)**

An active and consistent process of change to eliminate individual, institutional, and systemic racism (and other systemic forces of oppression) as well as the oppression and injustice they cause.

- **Anti-Black Racism (Ontario Human Rights Commission)**

Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifest in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.

- **Anti-Indigenous Racism (Ontario Human Rights Commission)**

Anti-Indigenous racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.

Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health. Individual lived experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

- **Anti-Islamophobia (Ontario Human Rights Commission)**

Islamophobia is racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic, and societal level.

- **Anti-Asian Hate (Government of Canada)**

In Canada, anti-Asian racism refers to historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian heritage, based on others' assumptions about their ethnicity and nationality. Peoples of Asian heritage are subjected to specific overt and subtle racist tropes and stereotypes at individual and systemic levels, which lead to their ongoing social, economic, political and cultural marginalization, disadvantage and unequal treatment. This includes perceptions of being a "Yellow Peril," a "Perpetual Foreigner," a "Model Minority," "exotic," or "mystic." These stereotypes are rooted in Canada's long history of racist and exclusionary laws, and often mask racism faced by peoples of Asian heritage, while erasing their historical contributions to building Canada.

The term Asian encompasses a wide range of identities that the very term Asian can obscure. While all may experience being "otherized," specific experiences of anti-Asian racism vary. Some are constantly being perceived to be a threat, some face gendered exotification and violence, some are more likely to

be subjected to online hate and racist portrayals in the media, while others face Islamophobia and other forms of religious-based discrimination.

- **Racial Equity** (Ontario Human Rights Commission)

Racial equity is the systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone.

Racial equity is a process (such as meaningfully engaging with Indigenous, Black, and racialized clients regarding policies, directives, practices and procedures that affect them) and an outcome (such as equitable treatment of Indigenous, Black, and racialized clients in a program or service).

- **Anti-Semitism** (Ontario Human Rights Commission)

Antisemitism is latent or overt hostility, or hatred directed towards, or discrimination against, individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual, and religious heritage.

- **Barrier** (BC Human Rights Commission)

Anything that prevents a person from fully taking part in all aspects of society. There are many types of barriers – some examples are physical structures, poverty, or lack of access to computers.

- **Colonialism** (Ontario Human Rights Commission)

Colonialism is the historical practice of European expansion into territories already inhabited by Indigenous peoples for the purposes of acquiring new lands and resources. This expansion is rooted in the violent suppression of Indigenous peoples' governance, legal, social and cultural structures. Colonialism attempts to force Indigenous peoples to accept and integrate into institutions that are designed to force them to conform with the structures of the colonial state. "Colonialism remains an ongoing process, shaping both the structure and the quality of the relationship between settlers and Indigenous peoples." (TRC Final Report, 2016 *What We Have Learned: Principles of Truth and Reconciliation*)

- **Constitutionally Protected Peoples** (BC Human Rights Commission)

Recognition that Indigenous peoples have an inherent, constitutionally protected right to self-government, which means a right to manage their own affairs.

- **Cultural safety** (Ontario Human Rights Commission)

A culturally safe environment is physically, socially, emotionally, and spiritually safe. There is recognition of and respect for the cultural identities of others, without challenge or denial of an individual's identity, who they are, or what they need. Culturally unsafe environments diminish, demean, or disempower the cultural identity and well-being of an individual.

- **Data governance** (BC Human Rights Commission)

Refers to who holds decision making powers about the use, collection, and dissemination and storage of data.

- **Data stewardship** (BC Human Rights Commission)

Can be understood as data management, including such issues as acquisition, storage, aggregation, and deidentification and procedures for data release and use.

- **Decolonization** (BC Human Rights Commission)

The ongoing process of recognizing and removing colonial powers.

- **Discrimination** (BC Human Rights Commission)
The unjust or prejudicial treatment of different categories of people or things, for example on the grounds of race, age, or sex.
- **Ethnic groups** (Ontario Human Rights Commission)
Refers to a person's ethnic or cultural origins. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic, and/or religious characteristics.
- **Equity** (BC Human Rights Commission)
Condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares. Equity work includes work to address root cause of inequities not just their manifestation. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes or fail to eliminate them.
- **Evidence-based** (BC Human Rights Commission)
Information that is gathered from research conducted with review by fellow scientists or specialists (peer-review), clear and stated methods, evaluation and repeated studies that give the same outcome.
- **Human dignity** (BC Human Rights Commission)
Recognition that people are valued and worthy of respect simply because they are human.
- **Human rights** (BC Human Rights Commission)
Simply by existing in the world, you are entitled to certain basic rights, your human rights. Everyone is born with a right to equality, dignity, and respect, free from discrimination. These rights are protected in law but not always realized. Our job at BCOHRC is to work on making all human rights a reality for all British Columbia.
- **Human Rights Code** (BC Human Rights Commission)
BC provincial law that protects and promotes human rights. It allows you the right to file a complaint with the BC Human Rights Tribunal if you believe you have experienced discrimination.
- **Inclusive** (Ontario Human Rights Commission)
Inclusive processes, policies, services, program and practices are accessible to and useable by as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. An inclusive environment is open, safe, equitable and respectful. Everyone can enjoy a sense of trust, belonging and involvement, and everyone is encouraged to contribute and participate fully.
- **Intergenerational trauma** (Ontario Human Rights Commission)
Historic and contemporary trauma that has compounded over time and been passed from one generation to the next. The negative effects can impact individuals, families, communities and entire populations, resulting in a legacy of physical, psychological, and economic disparities that persist across generations.
 - i. For Indigenous peoples, the historical trauma includes trauma created as a result of the imposition of assimilative policies and laws aimed at attempted cultural genocide, including the annihilation of Indigenous Nations, the imposition of the Indian Act system, and the forcible removal of Indigenous children to Indian Residential Schools.
 - ii. Contemporary trauma includes the disparities in access to basic human rights, including clean water, safe housing and minimum standards of income as well as ongoing lack of access to equity in justice, health and child welfare services. Contemporary trauma also includes forced relocation away from ancestral territories and ongoing disputes about Indigenous governance, jurisdiction

and decision-making related to resource and other development occurring within Indigenous territories.

- iii. Other examples of intergeneration trauma include the ongoing legacies of slavery of people of African descent, as well as the impacts of racial segregation, and the long histories and contemporary forms of racial oppression and violence directed at Black and racialized individuals and communities.

- **Indigeneity and Indigenous** (BC Human Rights Commission)

Indigeneity is tied to land and place. The term “Indigenous” recognizes this connection of being from and belonging to the land.

- **Inequity** (BC Human Rights Commission)

Refers to the lack of justice or fairness. Statistics can be used to measure inequities in social outcomes, such as differences in access to health care between different racial groups or genders.

- **Intersectionality** (BC Human Rights Commission)

Concept first developed by lawyer, activist, and scholar Kimberle Crenshaw in relationship to Black women and the law in the United States. Crenshaw noticed that the legal system failed Black women because it did not acknowledge, or address, systemic inequalities linked to the intersections of racism and sexism. Since that time the concept has been more broadly adopted in health care, education, and other areas. Olena Hankivsky, a professor at Simon Fraser University's School of Public Policy notes, “according to an intersectionality perspective, inequities are never the result of single, distinct factors. Rather, they are the outcome of intersections of different social location, power relations, and experiences”.

- **Marginalization** (BC Human Rights Commission)

Process through which certain people are denied opportunities to become fully participating members of society and pushed to the margins of the mainstream, including being prevented from finding work, attaining enhanced levels of education, or gaining access to social services. Marginalization particularly impacts people who experience multiple forms of oppression and discrimination.

- **Microaggression** (BC Human Rights Commission)

Brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults to the target person or group.

- **Race** (BC Human Rights Commission)

Race refers to the groups that human often divide themselves into based on physical traits regarded as common among people of common ancestry. However, race is a social construct rather than a biological one. This means that society forms ideas of race based on geographic, historical, political, economic, social, and cultural factors, as well as physical traits. Scientists generally do not recognize race as having an actual genetic basis.

- **Racialization** (BC Human Rights Commission)

Process by which societies construct races as real, different, and unequal in ways that affect economic, political, and social life. Racialized is the imposition of those constructions onto people in ways that unequally impact economic, political, and social life.

- **Racism** (BC Human Rights Commission)

Racism is the belief that one group, as defined by the colour of their skin or their perceived common ancestry, is inherently superior to others. It can be openly displayed in jokes, slurs, or hate speech, or can be more hidden in unconscious biases. Racism is deeply rooted in attitudes, values, and stereotypical beliefs. In some cases, these beliefs have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual and systemic.

- **Racial bias (Ontario Human Rights Commission)**
Racial bias is a predisposition, prejudice or generalization about a group or persons based principally on race (see definition of race).
- **Racial disparity (Ontario Human Rights Commission)**
Racial disparity is unequal outcomes in a comparison of one racial group to another racial group.
- **Racial disproportionality (Ontario Human Rights Commission)**
The over-representation or under-representation of a racial group in a particular program or system, compared with their representation in the general population.
- **Racial equity (Ontario Human Rights Commission)**
Racial equity is the systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for racial differences. Racial equity is a process (such as meaningfully engaging with Indigenous, Black, and racialized clients regarding policies, directives, practices and procedures that affect them) and an outcome (such as equitable treatment of Indigenous, Black, and racialized clients in a program or service).
- **Racial inequality (Ontario Human Rights Commission)**
A disparity in opportunity and treatment that occurs as a result of someone's race.
- **Racial profiling (Ontario Human Rights Commission)**
Racial profiling is any action undertaken for reasons of safety, security or public protection, that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin, or on a combination of those traits, rather than on a reasonable suspicion, to single out an individual for greater scrutiny or different treatment.
- **Racialized (person or group) (Ontario Human Rights Commission)**
Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as “visible minorities” under the Canadian census and may include people impacted by antisemitism and Islamophobia.
- **Stereotypes (Ontario Human Rights Commission)**
Qualities ascribed to individuals or groups that are based on misconceptions, false generalizations, and/or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate racism and racial discrimination and give rise to racial inequalities.
- **Systemic racism (Ontario Human Rights Commission)**
Systemic racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational

culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others.

- **Systemic racism** (BC Human Rights Commission)
Consists of patterns of behaviors, policies, or practices that create and maintain the power of certain racial groups over others or reinforce the disadvantage of certain racial groups.
- **Unconscious bias** (BC Human Rights Commission)
Also known as implicit biases, are the underlying attitudes and stereotypes that people involuntarily attribute to another person or group of people that affect how they understand and engage with a person or group.

