

Halifax Regional School Board

Report on Incident Tracking Referrals for Discriminatory and Racist Behavior 2015-2017

Purpose

To provide the Governing board with a report of the number of incidents reported through Incident Tracking Referrals in Power School for the categories of discriminatory and racist behavior, as defined in the *Provincial School Code of Conduct* for the 2015-17 school year (Appendix A).

Background

On November 22, 2017, the Governing Board (Raven/Beals) approved the following motion:

I move that the superintendent provide a report of the number of incidents reported in PowerSchool for the categories “Discriminatory” and “Racist” behaviors, as defined in the provincial Code of Conduct for the 2016-17 school year.

Content

In June 2015, the *Department of Education and Early Childhood Development* released a new Provincial School Code of Conduct for implementation in the 2015-16 school year. The policy defines discriminatory and racist behaviors as follows.

Discriminatory behavior- includes any discrimination based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance.

Racist behavior- includes using racial/cultural slurs, engaging in racial/ethnic name calling, or actions, or inciting others to use racist language and engage in racist behaviors.

Schools are required to record and track incidents of unacceptable behavior through the provincial online *Incident Referral Form* in PowerSchool (the electronic student information database). The attached report summarizes the data recorded for discriminatory and racist behavior using the *Incident Referral Form* for the 2015-17 school years.

Schools are expected to respond to unacceptable behaviors immediately, to use proactive and preventative approaches to reduce occurrence of unacceptable behavior and maintain environments that are conducive to teaching and learning. Responses to unacceptable behaviors are to address consequences in a fair manner, be responsive to the age and developmental level of the student(s), be consistent with the standards established in the provincial *Special Education Policy*, reflect the severity of the behavior, and to assist the student(s) in developing new behaviors and strategies to reduce the reoccurrence of unacceptable behaviors.

The *Provincial School Code of Conduct* outlines a list of possible consequences that schools take in response to unacceptable behaviors. These include:

- Conferencing with student or parent
- Creating a plan for restitution
- Coaching to develop new behaviors
- Restorative approaches
- Mediation

- Detention
- Loss of privilege(s)
- Referral to school guidance counsellor
- Referral to the Program Planning Team
- Referral to the RCH advisor (*HRSB-RCH Liaison*)
- Referral to assessment and counselling
- Referral to student support worker
- Referral to behavioral support
- Referral to Schools Plus
- In-school suspension
- Involvement of outside agencies such as police, mental health services, and child welfare
- Out of school suspension

In addition to consequences as defined by the *Provincial School Code of Conduct*, HRSB staff assists schools with incidents of discriminatory and racist behaviors through supports from the School Administration supervisor, Diversity team members, and Safe Schools consultant. Each school has a voluntary RCH Liaison teacher who acts as an educational facilitator in the areas of race relations, cross cultural understanding and human rights, sexual harassment and gender equity. The Diversity team and School Administration staff provides ongoing support and professional learning for school administrators and RCH liaison teachers. The ongoing work to build culturally responsive practices and leadership among administrators and teachers is further assisting with building capacity in this area.

Funding Details

N/A

Timeline

N/A

Appendices

Appendix A

Recommendations

That the Governing Board accepts this report for information.

Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Susan Tomie	January 10, 2018

Contact

For further information, please contact Susan Tomie, Director, School Administration, stomie@hrsb.ca, (902) 464-2000 ext.2275



Report on Incident Tracking Referrals for Discriminatory and Racist Behavior (2015-2017)

	2015-2016	2016-2017
Discriminatory behavior incidents	152	170
Racist behavior incidents	175	190
Total	327	360

	2015-2016	2016-2017
Discriminatory or Racist Behavior Incidents at elementary	182	184
Discriminatory or Racist Behavior Incidents at secondary	145	176
Total	327	360

Report on Incident Tracking Referrals for Discriminatory and Racist Behavior

2015-17

Definitions

- **Discriminatory behavior**- includes any discrimination based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance.
- **Racist behavior**- includes using racial/cultural slurs, engaging in racial/ethnic name calling, or actions, or inciting others to use racist language and engage in racist behaviors.

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Our focus in schools is two pronged:

- investigate, name the behavior, and respond
- Educate



**RACE RELATIONS CROSS
CULTURAL UNDERSTANDING
AND HUMAN RIGHTS**

HRSB Diversity Team

RCH Workshops and Training

- School Based Administrators
- School Staff
- School Classroom Workshops

RCH Training Focus –School Staff

- What is RCH?
- What is an RCH Incident?
- Whose has the responsibility when an RCH incident happens?
- What are the policies & procedures when an RCH incident occurs?



RCH Training Focus –Classroom

- Designed to address reported school issues
- Grade level appropriate
- For example: name calling, Identity, respect



History Matters in Nova Scotia

- Nova Scotia has 13 aboriginal communities and an uncounted number of historic aboriginal communities
- Nova Scotia has 48 historic black communities that were established in the mid-1700s.
- Nova Scotia has numerous historic Acadian communities founded in the mid-1700s.
- Since the mid-1980s, Nova Scotia has the highest rate of disability of any province in Canada, with one in every five people having a disability.

What rights are protected by the Nova Scotia Human Rights Act?

- Age
- Race
- Colour
- Religion
- Creed
- Ethnic, national or aboriginal origin
- Sex (including pregnancy)
- Sexual orientation
- Physical disability
- Mental disability
- Family status
- Gender Identity/Gender Expression



RCH INCIDENT

What is it?????

RCH Incidents

- Considered Unacceptable Behaviors under the Ministerial Code of Conduct
- **“Unacceptable behaviours are referred to the office through the provincial online Incident Referral Form and where appropriate, will be addressed in a progressive manner through consequences that may include in-school or out-of-school suspensions”.**
- When an RCH Incident occurs, it is considered serious
- Policy procedures for such must be followed

Ministerial Code of Conduct

Which incidents fall under RCH?



Provincial School Code of Conduct Policy

Definitions of Unacceptable Behaviour

- **Discriminatory behaviour:** includes any discrimination based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, and or appearance.
- **Racist behaviour:** includes using racial/cultural slurs, engaging in racial/ethnic name-calling, or actions, or inciting others to use racist language or engage in racist behaviours.

Definitions of Unacceptable Behaviour

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

Definitions of Unacceptable Behaviour

- **Sexual misconduct:** includes any behaviour of a sexual nature or connotation that is deemed inappropriate or unacceptable at school or during any school-related activity.



DATA-WHAT IS CURRENTLY HAPPENING?

2015-2016

Report on RCH Incidents 2015 -2016

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Roles and Responsibilities

- Principal (Vice Principal)

- As with all other code of conduct incidents
- RCH is no different
- It the responsibility of the School Administrator to follow through with the Code of Conduct procedures

Review the Process

- Investigate (Administration)
- Talk to parties involved (Administration)
- Log and record incident in Power School Administration)
- Contact Parents/Guardians (Administration)
- Possible responses to unacceptable behaviour
- Educate – Administration and/or RCH Liaison

Roles and Responsibilities

□ RCH Liaison



RCH VOLUNTARY SCHOOL LIAISON TEACHERS

□ **ROLE:**

- Act as educational facilitator in the areas of race relations, cross cultural understanding and human rights, sexual harassment and gender equity

□ **RESPONSIBILITIES:**

□ *Responsibilities involved in educational facilitation may include:*

- Distribution of resources for school use
- Presentation of or provision for workshops/in-services
- Participation in professional development
- Provision of information and support to individuals requiring assistance related to the policies
- Supporting school administrators in providing education to individual/group/class of students on RCH topics and when RCH incidents have occurred.
- All RCH incidents must be reported immediately to school administration as stated in the Ministerial Code of Conduct.