

The Colour of Equity

*“Cowardice asks the question: is it safe?
Expediency asks the question: is it politic?
Vanity asks the question: is it popular?
But conscience asks the question” is it right?*

And there comes a time when one must take a position that is neither safe, nor politic, nor popular – but one must take it because it's right.”

MARTIN LUTHER KING JR.



Human Rights

Human rights recognize the dignity and worth of every person and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place or origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability as set out in the Ontario Human Rights Code.

“You must be the change you want to see in the world.”

GANDHI

Speak Out Against

ABLEISM – Prejudice, stereotyping, and discrimination directed against people who have developmental, emotional, physical, sensory, or health-related disabilities.

AGEISM – The cultural, institutional and individual set of practices and beliefs that assign different values to people according to their age, thereby resulting in differential treatment.

CLASSISM – The cultural, institutional and individual set of practices and beliefs that assign value to people according to their socio-economic status, thereby resulting in differential treatment.

FAITHISM – The cultural, institutional and individual set of practices and beliefs that assign different values to people according to their religion or creed, or their lack of religion or creed, thereby resulting in differential treatment on the basis of faith.

HOMOPHOBIA – A range of negative attitudes and feelings towards homosexuality. It is observable in hostile behaviour such as discrimination, harassment, bullying and violence on the basis of a non-heterosexual orientation. Homophobia is like other forms of bigotry in that it seeks to dehumanize a group of people and deny their humanity and dignity.

RACISM – A set of erroneous assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another.

SEXISM – Prejudice, stereotyping, and discrimination directed against people on the basis of their sex or gender.

All of these ism's may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Resources

Equity and Inclusive Education in Ontario Schools, Ministry of Education, 2009
Ontario human rights code. R.S.O. 1990, c. H19. Available at www.OHRC.on.ca, or www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

The Colour Wheel

is for Race and Ethno cultural Identity



The Colour Wheel represents the different shades and colours of our world.

Fast Facts

- ❖ By 2017, three out in ten residents in Ontario will belong to a visible minority group
- ❖ The largest visible minority groups are the Chinese and South Asians.
- ❖ In 1901 Canadians came from 25 different places. Today over 200 cultures are represented.

"I hope that people will finally come to realize that there is only one 'race'— the human race — and that we are all members of it."

MARGARET ATWOOD

ACCULTURATION

Acculturation is the process whereby the culture, values and patterns of the majority are adopted by a person or an ethnic, social, religious affiliation, language, or national group.

CULTURE

Culture is the totality of ideas, beliefs, values, activities, and knowledge of a group or individuals who share historical, geographical, religious, racial, linguistic, ethnic or social traditions and who transmit, reinforce and modify those traditions.

ETHNIC CULTURE

Ethnic Culture is related to ancestral heritage and geography, common history, language, and to some degree, physical appearance. Ethnic cultural groups are commonly called racial groups.

RACE

Race denotes large groups of people of common ancestry, distinguished from other by culture, language, social practice or heritable characteristics.

MULTICULTURALISM

Multiculturalism is the preservation of different cultures or cultural identities within a unified society.



Catholic Foundations

Solidarity – Catholic Social teaching proclaims that we **are** our brothers and sisters keepers, wherever they live. We are one **human family**, whatever our national, racial ethnic, economic, and ideological differences. Solidarity means that 'loving our neighbour' has global dimensions in an interdependent world.

YCDSB P. 47

*"We live now in a global village and we are in one single family.
It's our responsibility to bring friendship and love from all different
places around the world and to live together in peace."*

JACKIE CHAN

Teaching Strategies

CELEBRATING CULTURAL DIVERSITY BY:

- ❖ Host a classroom cultural fair.
- ❖ Integrate the culture, experiences, and language of diverse learners in your classroom lessons.
- ❖ Check to ensure learning context is multicultural sensitive.
- ❖ Ask students to bring in a family item and share with the class.
- ❖ Invite parents to attend and engage in school activities.
- ❖ At the beginning of the year/semester, ask students to write a personal narrative.
- ❖ Ensure that your lessons include positive role models from the cultural group represented in your class.
- ❖ Have students share their cultural experiences.
- ❖ Respect aspects of intercultural communication.
- ❖ Decorate the class with different symbols of the different cultures.
- ❖ Ensure to honour the different learning styles unique to the different cultures.
- ❖ Introduce multicultural literature and films.
- ❖ Use literature, art, music and images from a variety of cultures.

Key Terms

BIAS – A tendency or inclination toward having or expressing unreasoned beliefs, thoughts, words, actions and interactions.

PREJUDICE – Advances bias through preconceived and unreasoned thoughts, words, actions, and interactions.

STEREOTYPING – Overly simplistic, or unfounded assumptions about a group of people that results in disregard for individual differences amongst group members; usually negative preconceptions that characterizes each member of that group as being one and the same.

DISCRIMINATION – In a positive manner students are taught to distinguish carefully to identify unique qualities for positive and productive purposes. In a negative manner, an individual can discriminate against a person or group of people on a cultural characteristic and the resulting outcomes or treatments are inappropriate.

DISFRANCHISEMENT – The deprivation of participation, position, power or privilege that usually prevents a person or a group of people from a right.

RACISM – A set of implicit or explicit beliefs, erroneous assumptions, opinions and actions based on an ideology of inherent superiority of one racial group over another.

REFLECTION – Do I know about the cultures of my students? Do my interactions with my students model the kinds of behaviours I expect from them?

THE BIAS BOX – Look for cultural biases within your community and discuss solutions on how to overcome them.

Resources

http://www.ontarioimmigration.ca/en/tools/01_RESEARCH_STATS.html www.tolerance.org/tdsi

<http://www.citizensassembly.gov.on.ca/en-CA/docs/Deliberation%20Room/FTD%20-0Weekend%20One/Population%20and%20socio-economic%20trends%20in%20Ontario.pdf>

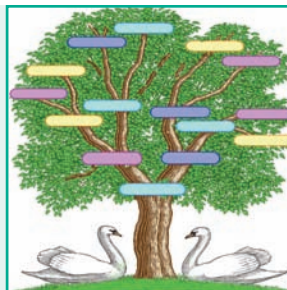
peacefulschoolsinternational.org

Picture books - Feathers and Fools, Whoever You Are by Mem Fox, Tusk Tusk by Davis McKee

Music – (Treble Clef) **Imagine** – John Lennon **We are the World** – 80 Artists

Green is for Ancestry

Green represents the richness of the leaves in the family tree.



Fast Facts

- ❖ The 2006 census lists more than 200 cultures that can now be found in Canada. Canada is one of the most ethnically diverse countries in the world.
- ❖ The number of people claiming some element of Canadian ancestry climbed from less than 1% in 1986 to nearly 40% in 2001.
- ❖ Each person going back 3 generations has 16 ancestors, going back 5 generations you have 64 ancestors

Ancestry

According to Statistics Canada:

- ❖ ancestry refers to the ethnic or cultural origins of a person.
- ❖ an ancestor is usually more distant than a grandparent.
- ❖ a person can have more than one ethnic or cultural origin.



Catholic Foundations

Dialogue between cultures is a privileged means for building the civilization of love, {it} is based upon the recognition that there are values which are common to all cultures because they are rooted in the nature of the person.

POPE JOHN PAUL II, 2001

*"There is no king that has not had a slave among his ancestors,
and no slave that has not had a king among his."*

HELEN KELLER

Teaching Strategies

- ❖ Celebrate ancestry by having students bring in/create objects to represent their ancestry to be displayed on the class prayer table, on a bulletin board or gallery walk.
- ❖ Explore each student's ancestry through various media including movies and music through time.



Additional Strategies

- ❖ Share food that is considered traditional to the various Ancestries of your students.
- ❖ Mark on a map all the places our ancestors called home.
- ❖ Create a slideshow with music and images to represent your Ancestry.
- ❖ Create a family tree in order to understand the many different lines of personal ancestry.
- ❖ Research signs and symbols to represent different ancestral groups.
- ❖ Write a Historical reflection of your journey back in time to meet your ancestors.

PERSONAL REFLECTION

Am I aware of how my ancestral background affects me?

THE BIAS BOX

Don't assume that every person has the same access to ancestral information.

Instead of asking where someone is from, ask what is your background or ancestry.

Resources

Statistics Canada – www.statcan.gc.ca/start-debut-eng.html

Definition – http://en.wikipedia.org/wiki/Ancestor_worship

Music – **Common Ground** – John Angotti

Red is for First Nation, Métis, and Inuit

In the medicine wheel, which is a symbol of healing and inter-connectedness, red represents red-skinned peoples, people who were given the gift of Spiritual Vision by the Creator.



Fast Facts

- ❖ June 21 is National Aboriginal Day
- ❖ November 16 is Louis Riel Day
- ❖ Seven Grandfather Teachings: Wisdom, Love, Respect, Bravery, Honesty, Humility, Truth
- ❖ In 2006 Canadian Census 1,172,785, or 3.8% of the Canadian population, self-identified as North American Indian, Métis or Inuit
- ❖ According to 2006 Census, more than half of the people identifying themselves as members of at least one of Canada's Aboriginal groups resided in urban areas.
- ❖ Health Canada claims that suicide rates are 5 to 7 times higher for First Nations than for non-Aboriginal youth

When Europeans arrived, Aboriginal peoples had been living on the land for thousands of years. There was a rich diversity of cultures and more than 50 languages were spoken. These cultures were closely linked to the land and the environment.

ABORIGINAL refers to peoples who were the original inhabitants of a country (ab comes from Latin and means “from”). It is commonly used when speaking of the First Nations, Métis and Inuit peoples collectively.

First Nations, Métis, Inuit (FNMI) is the term used to refer to separate groups with unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

Status, non-status, and treaty Indian are legal terms to indicate a person who meets certain criteria established by the Indian Act of 1867 or various treaties. Many find the term “Indian” outdated and offensive and prefer to identify themselves as First Nations people.

Students of First Nations, Métis or Inuit ancestry are encouraged to “self-identify” to improve understanding in the community of the rich history, culture, traditions and perspectives of all members of the community.

Catholic Foundations

“... And today we are grateful for the part that the native peoples play, not only in the multicultural fabric of Canadian society, but in the life of the Catholic Church ... And through her action, the Church desires to assist all people to ‘bring forward from their own living tradition original expressions of Christian life, celebration and thought.’”

POPE JOHN PAUL II

"All of our structures and values have developed out of a spiritual relationship with the land on which we have lived."

GEORGE MANUEL, SHUSWAP GRAND CHIEF AND PAST PRESIDENT
OF THE WORLD COUNCIL OF INDIGENOUS

Teaching Strategies

- ❖ Celebrate the culture, traditions and perspectives of First Nations, Métis and Inuit (FNMI).
- ❖ Include circle teachings as part of classroom practice.
- ❖ Invite elders, artists, storytellers and others from the FNMI community into the classroom.
- ❖ Learn about, acknowledge and validate the contributions of Aboriginal peoples in both the past and contemporary society.
- ❖ Be aware of, and deconstruct, stereotypes and bias in learning resources.
- ❖ Acknowledge the distinct and unique differences amongst Aboriginal nations.
- ❖ Create and deliver lessons which include strategies that honour the learning needs of FNMI students.



Resources

Reed, Kevin. (1999) *Aboriginal Peoples: Building for the Future*. Oxford University Press
Reel Injun, *On the Trail of the Hollywood Indian*, 2010, www.reelinjunthemovie.com/site/
Government of Canada, Aboriginal Canada Portal, <http://www.aboriginalcanada.gc.ca/>
Music – *Land of the Silver Birch* – Michael Mitchell

Additional Strategies

- ❖ Attend Pow Wows
- ❖ Arrange field trips to local FNMI communities and sites
- ❖ Nurture the art of storytelling in the classroom

OTHER STATISTICS

- ❖ In 2010 Statistics Canada reported that national high school drop-out rates for Aboriginal youth (20-24 years) was 22.6% compared to 8.5% for non-Aboriginal youth.

PERSONAL REFLECTION

- ❖ What can I, as an educator, do to combat systemic discrimination and stereotypes?
Do I have high expectations of success for all of my students?

THE BIAS BOX

Systemic discrimination, an inherent unfairness of the system to a specific group, disadvantages minority groups who find themselves unable to live up to the external standards imposed by the dominant group. Often these minority groups are over-represented in social statistics such as welfare agencies, incarcerations, etc. Aboriginal people in Canada make up:

- ❖ 3.8% of the total population
- ❖ 17% of the federal inmate population
- ❖ 22% of the provincial inmate population.

White is for White Privilege

White represents the neutral colour of the dominant culture.



Fast Facts

- ❖ 23% of those living in Canada incorrectly believe that some races are genetically smarter than others.
- ❖ In Canada, members of racialized groups earn 28% less than whites.
- ❖ Child poverty for children belonging to racialized groups is 45% while the rate for all children in Canada is 26%

<http://racismfreeedmonton.ca/commit-to-a-racism-free-edmont.asp>

White Privilege is:

- ❖ A special right or unearned advantage that allows a white person preferential treatment at the individual and systemic level.
- ❖ White is the colour of 'society', it typically refers to people belonging to the dominant group in Canada.
- ❖ The freedoms, rights, benefits, advantages, access and opportunities afforded to this dominate group are usually unrecognized and taken for granted by this majority.
- ❖ These same freedoms, rights, benefits, advantages, access and opportunities are often denied to members of the minority or disadvantaged groups.



Catholic Foundations

We believe in one Creator God and the common origin of humankind. Because human beings have a common Creator, the human race has an essential unity that is prior to any distinctions of race, nationality, or ethnicity.

CATHOLIC SOCIAL TEACHING

“Children are the bearers of life in its simplest and most joyous form. Children are colour-blind and still free of all the complications, greed, and hatred that will slowly be instilled in them through life.”

KEITH HARING, 1986

Teaching Strategies



Unpacking the Knapsack of Privilege

A Sample from the Survey of Privilege and Entitlement *

- ☐ I can, if I wish arrange to be in the company of people of my own ethnic group most of the time.
- ☐ I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
- ☐ I can turn on the television or open the front page of the paper and see people of my ethnicity widely represented.
- ☐ I can be sure that the curriculum materials testify to the existence of my ethnic group.
- ☐ I can be pretty sure that if I ask to talk to the person in charge I will be talking to a person on my ethnic group.
- ☐ I can easily buy posters, books, cards, toys, magazines, etc. featuring people who look like me.

* Complete the full survey found in Cultural Proficiency by Randall Lindsey page 244 or the White Privilege Line

<http://userpages.umbc.edu/~korenman/wmst/privilege1.html>

Additional Strategies

- ❖ What benefits, advantages and opportunities are evident for people who are white in your community? List at least 10.
- ❖ Observe how media portrays the “white” family and do a ‘T’ Chart comparing a white family to any other as portrayed by the media.
- ❖ Imagine what your life would be like if you were a different race or gender. List 15 things that would be different in your day.
- ❖ Watch a You Tube video on White Privilege then do a 3, 2, 1 activity:
3 – list 3 things you’ve learned
2 – identify 2 things you can do
1 – create 1 question that you have
- ❖ Create a Venn Diagram for Black and White to identify your stereotypes.
- ❖ Identify Community Agencies that are inclusive such as the YMCA.
- ❖ Do the White Privilege Line activity
<http://userpages.umbc.edu/~korenman/wmst/privilege1.html>

PERSONAL REFLECTION

Am I aware of my own privileges/biases?

THE BIAS BOX

Whiteness as depicted in media and our society does not equal normalness.

Resources

Unpacking the Knapsack of Privilege, Peace and Freedom, 1989

Cultural Proficiency, Randall Lindsey, 2009. Corwin

Music – **White Privilege** – Macklemore

Brown is for Origin and Citizenship

Brown represents Mother Earth, the source of our origin and life.



Fast Facts

- ❖ The majority of Canada's immigrant population in 2009 came from the People's Republic of China (29,049) followed by the Philippines (27,277). Many immigrants also arrived from India, United States, United Kingdom, France and Pakistan.
- ❖ From 2006 Census data, the proportions of foreign-born residents in Ontario (28.3%) and British Columbia (27.5%) were both higher than the national average (19.8%).
- ❖ 45.7% of Toronto's population were foreign born in 2006.

IMMIGRANT – A person who comes to a country to take up permanent residence. After obtaining permanent residence, one can choose to apply for Canadian citizenship.

REFUGEES – People needing protection in or outside Canada who fear returning to their home country. In keeping with its humanitarian tradition and international obligations, Canada provides protection to thousands of people every year.

Canada offers refugee protection to people in Canada who fear persecution or whose removal from Canada would subject them to a danger of torture, a risk to their life or a risk of cruel and unusual treatment or punishment.

A PERMANENT RESIDENT CAN – Become a Canadian citizen after living in Canada for three years live, work, own a business, purchase and sell properties anywhere in Canada visit most of the countries of the world without any visa requirement.

www.cic.gc.ca/english/citizenship/

VISA STUDENT – A special endorsement that is added to a passport that governments issue to students who are enrolled at qualified educational institutions. Student visas are non-immigrant visas that do not require the holder to obtain citizenship. Any prospective student seeking higher education in another country must obtain a student visa for that country.

www.investopedia.com/terms/s/student-visa.asp



Catholic Foundations

The social and political attitudes of Christians ought to reflect a deep concern for the plight of immigrants and transients. It is extremely important that the Christian community be a model of acceptance and appreciation for migrants in our society. This openness should be shown to persons of all cultures and origins, no matter their immigration status. Christians should be among those who refuse to let injustice towards migrants continue, let alone, increase.

PASTORAL LETTER ON IMMIGRATION AND THE PROTECTION OF REFUGEES

“There is no great difference in the reality of one country or another because it is always people you meet everywhere. They may look different or be dressed differently, or may have a different education or position. But they are all the same. They are all people to be loved. They are all hungry for love.”

MOTHER TERESA

Teaching Strategies

- ❖ Research and create their family tree.
- ❖ Design a “crest” for their family as an art project.
- ❖ Create a family history scrapbook. They can gather copies of old pictures, letters and any records and make a time-line family history scrapbook. Make sure they include stories from grandparents and great grandparents if possible.
- ❖ Research the origins of their family name and its meaning.



Additional Strategies

DID YOU KNOW?

In 1971, the federal government announced its policy of multiculturalism. The policy not only recognized the reality of pluralism in Canada, but seemed to reverse the earlier attempt to assimilate immigrants. It challenged all Canadians to accept cultural pluralism, while encouraging them to participate fully and equally in Canadian society.

If age appropriate, have students look at this policy and discuss cultural pluralism – the pros and cons.

PERSONAL REFLECTION

As an educator, do I welcome newcomers into my school community?

THE BIAS BOX

Canadians are not of one cultural background, race or heritage. Instead, Canadians today reflect a vast diversity of cultural heritages and racial groups. This multicultural diversity is a result of centuries of immigration. Immigration to Canada is a privilege, not a right. Canada remains selective about who may or may not enter.

Resources

The immigration process to Canada <http://www.cic.gc.ca/english/immigrate/index.asp>

Information about different cultures <http://www.cic.gc.ca/english/immigrate/index.asp>

Music – Bob Marley’s **One Love** sung by artists around the world
www.youtube.com/watch?v=4xjPODksl08

Orange is for Languages

Orange represents the vibrant, inter-cultural benefits that come from being multilingual.



Fast Facts

- ❖ A multitude of languages are spoken in Canada. According to the 2006 census, English and French are the preferred language (“home language”) or language spoken most often in the home.
- ❖ The five most widely-spoken non-official languages in Canada are Chinese (the home language of 2.6% of Canadians), Punjabi (0.8%), Spanish (0.7%), Italian (0.6%), and Arabic (0.5%).
- ❖ Approx 20% of children in Ontario’s English language elementary schools are identified as having a first language, other than English.

LANGUAGE

Language is the communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols.

LANGUAGE ACQUISITION

English language learners take 2 years to develop Basic Interpersonal Communication Skills (BICS) and 5-7 years to develop Cognitive Academic Language Proficiency (CALP). Coelho, Elizabeth, and Dyanne Rivers. Adding English: a guide to teaching in multilingual classrooms. Toronto: Pippin, 2004.

IMPORTANCE OF FIRST LANGUAGE

- ❖ Research has shown that children who maintain and continue to develop their first language reach higher levels of literacy and academic achievement than children who begin to lose their first language once they start school.
- ❖ A strong foundation in the first language accelerates second language acquisition and supports literacy development in English.
- ❖ Students who are learning the language of instruction need access to their own language as a tool for learning.
- ❖ Students’ languages support their sense of identity and help to maintain effective communication within the family and in the community.
- ❖ Languages enrich the cultural experience of everyone in the school.

Inspire: *Sharing space with English and French: How to Create a Multilingual School and Environment by E. Coelho*

ENGLISH LANGUAGE LEARNERS (ELLS)

ELLS are students whose first language is a language other than English, or is a variety of English that is significantly different from that used for instruction in Ontario

ENGLISH AS A SECOND LANGUAGE (ESL) AND ENGLISH LITERACY DEVELOPMENT (ELD)

Refers to the types of programs available for English language learners.

Catholic Foundations

All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement of human dignity that all people be assured a minimum level of participation in the community.

VALUING DIVERSITY:
A FRAMEWORK FOR EQUITY AND INCLUSIVE EDUCATION IN THE CURRICULUM

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

SANDRA SAVIGNON

Teaching Strategies

CELEBRATING LANGUAGES BY:

- ❖ Keep dual language dictionaries and multi lingual resources in the class room.
- ❖ Watch films in different languages with English subtitles.
- ❖ Make a classroom cultural calendar using different languages.
- ❖ Use global events as opportunities for instruction.
- ❖ Provide inclusive learning resources and materials representative of diverse cultures, backgrounds and experiences.
- ❖ Have students create a project in their first language or another language.
- ❖ Listen to music in different languages/or try to learn a favourite song in a different language.
- ❖ Share poetry from different cultures and languages with a Poetry Party.

Additional Strategies

- ❖ Be curious about your students' languages.
- ❖ Learn some expressions in your student's languages.
- ❖ Encourage students to learn words and phrases in each other's language.
- ❖ Develop some multilingual projects.
- ❖ Model inclusive non-discriminatory language.

PERSONAL REFLECTION

Am I respecting the challenges students encounter while learning a second language?

THE BIAS BOX

English language learners require frequent 'check ins' to ensure comprehension. Students usually acquire social language in a short period of time; however continued support is needed to develop and reinforce academic language.

An English Language Learner does not require an IEP, unless the student has additional special needs.



Resources

Gibbons, Pauline. *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann, 2002. Print.

<http://wilderdom.com/games/MulticulturalExperientialActivities.html>

Music – I'd Like to Teach the World to Sing, The New Seekers

Gold is for Religious Beliefs



Gold represents the fact that almost all organized religions have an ethic of the Golden Rule, 'Treat others as you would like to be treated.'

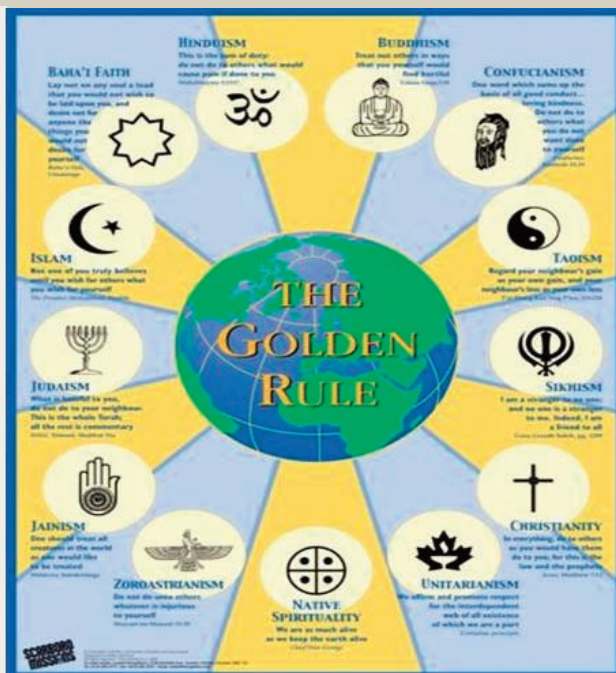
Fast Facts

Distribution of World Religions (percentage), 2001.

	Canada	World
Christian	77.0	33.0
Muslim	2.0	21.0
Jewish	1.0	0.22
Buddhist	1.0	6.0
Hindu	1.0	14.0
Sikh	0.9	0.36
Aboriginal	0.1	6.0
Other	0.3	9.0
No Religion	16.2	16.0

(Note: totals do not add up to 100% due to rounding)

Canada is a country where religious pluralism is practised.



Creed

One of the prohibited grounds of discrimination in the Ontario Human Rights Code, interpreted by the Ontario Human Rights Commission to mean "religious creed" or "religion". Creed is "a professed system and confession of faith, including both beliefs and observances or worship" that is "sincerely held" and includes non-deistic belief systems. Creed does not include "secular, moral, or ethical beliefs or political convictions" or "religions that promote violence or hate towards others or that violate criminal law".

Catholic Foundations

"The recognition of the primacy of the individual conscience, open to the truth, is basic to the dignity of the human person. The Holy See continues to draw strength from this conviction in defending vigorously freedom of conscience and religious liberty ..."

INTERVENTION BY THE HOLY SEE AT THE 3RD COMMISSION OF THE GENERAL ASSEMBLY OF THE UNITED NATIONS - "ELIMINATION OF ALL FORMS OF RELIGIOUS INTOLERANCE" 2004

“Remember, you don’t fear people whose stories you know.”

MARGARET WHEATLEY

Teaching Strategies

- ❖ Invite guest speakers from different religions to speak about a particular religious observances (e.g. the 5 pillars of Islam, Buddhist meditation, Hannukah traditions, etc.)
- ❖ Exercise tolerance – the attitude that recognizes the right of others to think, live and worship according to their own beliefs.
- ❖ Interact with other religions, ask questions with respect and do not judge.

Resources

Van den Hengel, John (ed.), **World Religions, A Canadian Catholic Perspective**, Nelson, 2011
(also source of statistics in fast facts)

Music – **Believe** – Suzie McNeil



Additional Strategies

- ❖ Visit a mosque, temple, synagogue, church
- ❖ Participate in festivals that celebrate Christian, Muslim and Jewish faiths (e.g the Abraham Festival in Peterborough)

PERSONAL REFLECTION

Do I encourage and engage in effective dialogue?

A dialogue is a two-way communication. It implies speaking and listening, giving and receiving, for mutual growth and enrichment. It is not a debate. There should be no winners and losers, but a deeper appreciation of the dignity of the human person and human society.

THE BIAS BOX

Some people say that because religions cannot seem to agree on the most basic questions, and because religious beliefs have led to so much conflict, it is time to abolish religion.

Others say that because all religions, beneath their differences, seem to be saying the same thing, we need to concentrate on what they have in common and drop all the rest.

Religion	Supreme Being	Important Prophets	Main Place of Worship	Main Groups
Christianity	God, Jesus, Holy Spirit	John the Baptist	Church, Cathedral	Catholic, Protestant
Islam	Allah	Mohammed	Mosque	Sunni, Shia
Judaism	G_d, Adonai	Moses	Synagogue	Orthodox, Conservative, Reform
Hinduism	Shiva, Vishnu, Krishna		Temple or shrine in home	Shaiva, Vishnavite
Buddhism	Nontheistic	Buddha	Temple or shrine in home	Theravada, Mahayana, Tibetan

Pink is for Gender and Gender Identity

Often associated with the feminine, pink has now come to represent efforts to eradicate bullying.



Fast Facts

- ❖ The United Nations declared March 8th International Women's Day in 1975.
- ❖ Every year in February there is a "Pink Shirt Day" to commemorate the actions of Travis Price, David Shepherd and other students at their high school. When a boy in their high school was bullied for wearing pink, David and Travis responded by purchasing pink t-shirts for many students to wear. www.pinkshirtday.ca
- ❖ The tradition of blue for boys and pink for girls was established during the Victorian era in Western European cultures.

Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women.

(WORLD HEALTH ORGANIZATION – WHO)

Gender identity is linked to a person's sense of self and particularly the sense of being male and female.

Sex refers to biological and physiological characteristics that define men and women.

Male and female are sex categories, while masculine and feminine are gender categories.

(WORLD HEALTH ORGANIZATION – WHO)

Gender equality and women's empowerment are human rights that lie at the heart of development and the achievement of the Millennium Development Goals.

Despite the progress that has been made, six out of ten of world's poorest people are still women and girls, less than 16 percent of the world's parliamentarians are women, two thirds of all children shut outside the school gates are girls and, both in times of armed conflict and behind closed doors at home, women are still systematically subjected to violence.

UNITED NATIONS DEVELOPMENT PROGRAM

Catholic Foundations

Man and woman are both with one and the same dignity "in the image of God". In their "being-man" and "being-woman", they reflect the Creator's wisdom and goodness.

CATECHISM OF THE CATHOLIC CHURCH #369

*"In our house, no matter what we were trying to express,
Mom and Dad listened and supported us without judgement.
Our parents did their best to expose our softer side.
We were never told, "Boys don't cry" – and thank goodness for that!"*

CRAIG AND MARC KIELBURGER

Teaching Strategies

CELEBRATING GENDER AND GENDER IDENTITY BY:

- ❖ Research projects about important individuals who have worked for gender equality in Canada and around the world.
- ❖ As a part of a Math unit, have students prepare surveys with questions about gender stereotypes. Have students make predictions about male and female responses. Questions could be structured like this: When you have free time, do you prefer to – play with cars; play sports; read a book? Analyze data and discuss gender stereotypes.



Additional Strategies

- ❖ Shift the voice of a story from a male character to a female character. Discuss how the story changes.
- ❖ Shift the voice of a story from a male character to a female character. Discuss how the story changes.
- ❖ Complete a collage which shows diversity of gender.
- ❖ Discuss gender roles in media and how this shapes our attitudes.
- ❖ Find examples of music that portrays each sex in a positive light.

PERSONAL REFLECTION

Do I speak up when inappropriate comments and jokes are made by colleagues and students around gender and gender identity?

THE BIAS BOX

Sexism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Resources

www.pinkshirtday.ca

UN Millennium Development Goals – <http://cyberschoolbus.un.org/mdgs/index.asp>

We Want You to Know: Kids talk about bullying by Deborah Ellis. Coteau Books.

Music – **Who I am** – Jessica Andrews

Rainbow is for Sexual Orientation

Used in many cultures around the world as a symbol of diversity, inclusiveness and hope. The different colours in the rainbow symbolize diversity in the gay community.



Fast Facts

- ❖ **1969:** Homosexuality is de-criminalized in Canada.
- ❖ **1973:** American Psychology Association declassified homosexuality as a mental illness.
- ❖ **1986:** Sexual orientation was added to the Ontario Human Rights Code as a prohibited ground for discrimination.
- ❖ **1999:** Most legal benefits commonly associated with marriage are extended to co-habiting same-sex couples.
- ❖ **2005:** Gay marriage is legalized in Canada by the Civil Marriage Act.

We share the vision and hope that we live in a society of inclusion, hope, and solidarity with all who are marginalized in our society. As such, we encourage students who are excluded, bullied, or struggling with their sense of belonging to gather in solidarity and support of one another.

Support of students with same-sex orientation is one among many concerns identified in the Ministry of Education's Equity and Inclusive Education Strategy.

Our schools welcome the establishment of inclusive support groups that offer a safe place and a voice for those who have none. These groups are called to include all who are marginalized whether it is due to sexual orientation, race, ethnicity, ability, or life circumstances. Such groups encourage us to connect with each other, and not limit ourselves to one particular perspective or concern.

ADAPTED FROM Y.C.D.S.B., 2010

The term **LGBTQQ** stands for Lesbian, Gay, Bisexual, Transgendered, Queer and Questioning sexual orientations.

"The number of men and women who have deep-seated homosexual tendencies is not negligible. This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided."

CATECHISM OF THE CATHOLIC CHURCH #2358

Catholic Foundations

Catholic schools provide educational opportunity within the context of a faith community which must clearly be seen to recognize that each individual is made in the image and likeness of God, to affirm the essential dignity, value and rights of the human person, and to model the gospel values of faith, hope and love to each and every student entrusted to their care. In part, the mission of the Catholic school is to create the lived experience of what it is like to be welcomed, cared for, loved without conditions, included, and taught values that students can commit to and find sustenance throughout their adult life.

ADAPTED FROM PASTORAL GUIDELINES TO ASSIST STUDENTS OF SAME-SEX ORIENTATION, I.C.E., 2004

"Mindful that each person's fundamental identity transcends sexual orientation, those who provide pastoral care within our schools to students with same-sex orientation are called to affirm that all persons share the right to freedom, happiness and dignity within the context of the Church's teaching on homosexuality and are called to live fully as God's children within a safe, nurturing and welcoming community."

PASTORAL GUIDELINES TO ASSIST STUDENTS OF SAME SEX ORIENTATION

Teaching Strategies

- ❖ Create an Equity Club and involve the group with opportunities to create more inclusion.
- ❖ Respect the human dignity of each person and be respectful at all times by giving your undivided attention, uphold the Golden Rule.
- ❖ Become familiar with the teachings of the Catholic Church regarding persons with same-sex orientations.
- ❖ Listen actively and carefully. Wait a moment after each person speaks to acknowledge and absorb what they have said before moving on.
- ❖ Be open to really consider another's point of view; do not dismiss it quickly, but try to understand how it was formulated and why it is compelling to the speaker.
- ❖ Remain curious rather than judgmental. Ask for clarification to learn more.
- ❖ Ensure no one person or one perspective dominates the discussion.
- ❖ Challenge ideas, not persons. Avoid questioning the integrity or motives of others.
- ❖ Be respectful at all times, in your tone of voice and your body language as well as your verbal language

Additional Strategies

- ❖ Familiarize yourself with Catholic teaching on human sexuality and homosexuality.
- ❖ Challenge use of homophobic language in the same way that one would challenge racial slurs.
- ❖ Familiarize students and staff with correct usage of terms and acronyms (LGBTQQ and Two-Spirited).
- ❖ Use media to generate discussions.
- ❖ Explore anecdotal texts that present the authentic experiences of persons with same-sex orientation.
- ❖ Highlight positive role models and invite guest speakers.

PERSONAL REFLECTION

How do I promote inclusive understandings of love and relationships? Have I examined my own language and assumptions to ensure that I do not judge people based on their sexual orientation?

THE BIAS BOX

'Homosexual' is a label that has been given to individuals who experience homosexual tendencies. Attaching a label to the person implies that they are their orientation. Every person has a full range of interpersonal elements that together constitute their identity. For that reason, the label of 'homosexual' should be avoided when discussing the person who expresses a same-sex orientation. The orientation is homosexual or heterosexual but the person is not.

ADAPTED FROM THE PASTORAL GUIDELINES, THE ASSEMBLY OF CATHOLIC BISHOPS OF ONTARIO, 2004

Resources

Pastoral Guidelines to Assist Students of Same-Sex Orientation, ACBO, 2004
Education for Social Justice. Discussion Ground Rules for Education for Social Justice and Catholic School Teaching. September, 2010

www.safeatschool.ca www.changeourworld.ca

Music – True Colours – Glee

Silver is for Economic Status

Silver represents wealth which is the basis for economic status.



Fast Facts

POVERTY IN CANADA

- ❖ Approximately 3.5 million Canadians were living in poverty in 2004 - more than 11% of the population.
- ❖ The proportion of Canadian families living in poverty declined slightly, from 8.5% in 2003 to 7.8% in 2004. In all, 684,000 economic families were living below the poverty line in 2004.
- ❖ Rates of poverty in 2004 were lowest among elderly families (2.1%) and highest among female lone-parent families (35.6%).
- ❖ 865,000 Canadian children under the age of 18 lived in poverty in 2004 – one of every eight children.
www.ccsd.ca
Canadian Council of Social Development

Socio-economic Status

- ❖ is based on family income, parental education level, parental occupation, and social status in the community.



Three typical divisions of Economic Status:

1. Upper income (the group occupying the highest position in the social hierarchy)
2. Middle income (in between upper and lower)
3. Lower income (the group lowest in the social hierarchy)

Catholic Foundations

The economic sphere is neither ethically neutral, nor inherently inhuman and opposed to society. It is a part and parcel of human activity and precisely because it is human, it must be structured and governed in an ethical manner ... justice must be applied to every phase of economic activity.

CARITAS IN VERITATE, ENCYCLICAL LETTER OF POPE BENEDICT XVI

“Education is the most powerful weapon, which you can use to change the world.”

NELSON MANDELA

Teaching Strategies



The Philosophers Stone

A special ‘stone’ or softer item is selected as the Philosophers stone. A critical issue, question or topic is presented that is age appropriate that allows students to voice opinions about economic fairness and justice. This activity can be done orally or written however opinions need to be shared to allow students to view other people’s perspectives.

SUGGESTED PROMPTS

- ❖ How do we provide economic equity and support family pride?
- ❖ “It takes a Village to Raise a Child” Does it?

Additional Strategies

WHAT’S IN YOUR WALLET?

Students each select an item from their wallet that tells something about them.

WHAT CAN I DO?

Research on the web or look locally for agencies such as food banks. What can an individual do to support these agencies?

Discuss the difference between and the importance of justice and charity.

Explore the concepts of power and greed and their impact on war, poverty and the environment.

PERSONAL REFLECTION

Am I offering support, assistance and extracurricular activities that are accessible to all of my students? Am I aware of my personal assumptions about families/students who are economically advantaged or disadvantaged?

THE BIAS BOX

Economic status should not define academic success.

Resources

Teaching Tolerance, Fall 2006. www.teachingtolerance.org

Visit these websites:

www.emptybols.net www.fair.caahs.colostate.edu www.peacecorps.gov

www.esrnational.org/otc www.fhymingtoreading.com

Change the World for Ten Bucks – 50 Actions to Change the World ISBN# 978-1-55092-300-1
Music – **Waiting on the World to Change** – John Mayer

Yellow is for Age

Yellow represents age from the vibrant energy of children and the glow of the golden years.



Fast Facts

- ❖ United Nation's International Day of Families is May 15
- ❖ Grandparent's Day September 11, 2011
- ❖ Children can legally work at different ages across Canada, from 14-16
- ❖ Guide to Child Labour Laws in Canada
http://www.naalc.org/migrant/english/pdf/mgcanchl_en.pdf

AGEISM

The cultural, institutional and individual set of practices and beliefs that assign different values to people according to their age, thereby resulting in differential treatment.

KAREN MOCK, GLOSSARY OF TERMS, EQUITY, ANTIRACISM AND HUMAN RIGHTS

Children and Seniors often are undervalued in our society.

The Rights of the Child

Modern society is structured around the idea of youthfulness and beauty as the most noteworthy traits, and the importance of experience and wisdom is often demeaned.

The media encourages this by marketing products and services that reduce the physical effects of aging: hair colour products, facelifts and anti-wrinkle creams to name a few. Many people are keen on the idea of removing several years or even decades off their aged bodies, and as a result the cosmetics industry is booming.

Some cultures honour elders within their community.

"Thanks to the rich treasury of experiences they have acquired through the years, the elderly can and must be sources of wisdom and witnesses of hope and love."

POPE JOHN PAUL II

<http://www.catholicregister.org/ysn-columns/with-age-comes-wisdom>

Yet ageism still exists.

Catholic Foundations

"We remain forever made in the image of God and each stage of life has its own beauty and its own tasks. Indeed, in the word of God, old age is so highly esteemed that long life is seen as a sign of divine favour."

POPE JOHN PAUL II, 1999

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young."

HENRY FORD

Teaching Strategies

RECOGNIZE AND CELEBRATE THE IMPORTANCE AND VALUE OF INDIVIDUALS OF ANY AGE BY:

- ❖ Organizing a multi-generational celebration for families in your school community.
- ❖ Start a letter writing or blog project for students with grandparents or seniors in the community.
- ❖ Design a classroom quilt combining images of all the families in the class.
- ❖ Share traditional family stories through oral traditions.
- ❖ Use mentor texts to explore child labour experiences in different countries.



Additional Strategies

- ❖ Grandparent Projects that partner students with seniors in the community
- ❖ Research other cultures and compare how they respect/or don't respect people at different ages
- ❖ Research how the 'coming of age' is celebrated in different cultures
- ❖ Research elder/child abuse and identify support agencies in your community
- ❖ Family Blog

PROFESSIONAL REFLECTION

Am I open to recognizing the value and importance of every person I meet regardless of their age? Do I celebrate the gifts that people have at different stages in their lives and encourage opportunities for learning to occur in my classroom around them?

THE BIAS BOX

Age discrimination can happen at any stage in life.

Resources

Read these books:

- ❖ A Day's Work by Eve Bunting
- ❖ Angel of Bergen-Belsen by Luba Trzysynska-Frederick
- ❖ The Carpet Boy's Gift by Pegi Deitz Shea
- ❖ Nasreen's Secret School by Jeanette Winter

www.metowe.com www.kidsblog.org

Music – **When I'm 64** – The Beatles

Grey is for Family Structure

Grey is a neutral colour that represents the various forms of family structure.



Fast Facts

- ❖ United Nation's International Day of Families is May 15.
- ❖ Some students may live with host families.
- ❖ 68% of families are married couples.
- ❖ 15.5% are common law families.
- ❖ 15.9% are single parent families.

*2006 STATS CANADA CENSUS DATA

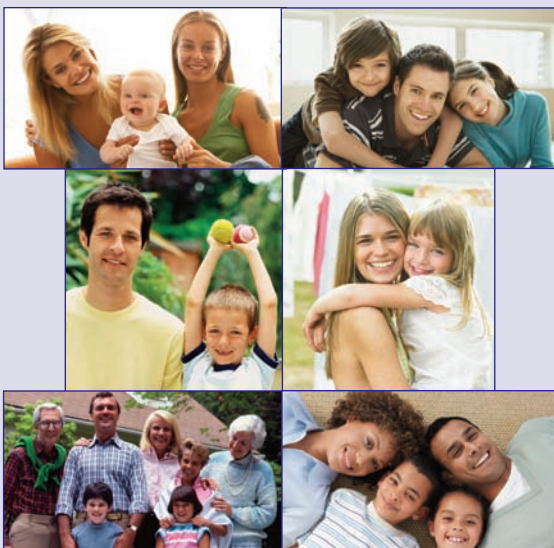
Cereal Box Family - a type of nuclear family often portrayed in the media where the woman is the house wife and full time mother and the father is the breadwinner.

FAMILY STRUCTURE

The family is the natural and fundamental group unit of society and is entitled to protection by society. Family structure can vary greatly from time to time and from culture to culture.

Family structures may include, but are not limited to the following:

- ❖ Two parent family
- ❖ Extended family
- ❖ Foster family
- ❖ Host Family (families who host people from outside their community)
- ❖ Single parent family
- ❖ No parent family
- ❖ Blended family



Catholic Foundations

The relationships within the family bring an affinity of feelings, affections and interests, arising above all from the members' respect for one another.

CATECHISM OF THE CATHOLIC CHURCH #2206

"If tolerance, respect and equity permeate family life they will translate into values that shape societies, nations and the world."

KOFI ANNAN

Teaching Strategies

CELEBRATING FAMILIES BY:

- ❖ Designing a classroom quilt combining images of all families in the class.



Additional Strategies

- ❖ Autobiographies
- ❖ Share Family Customs
- ❖ Migration Map
- ❖ Research your name and share your findings
- ❖ Family Blog
- ❖ Sharing Circle
- ❖ Organizing a family day event
- ❖ Designing cards for loving parents and caregivers
- ❖ Creating a family calendar
- ❖ Sharing traditional family stories through oral traditions

PROFESSIONAL REFLECTION

Am I aware of the family structures that are present in my classroom? Is my language inclusive and accepting of all types of family structures?

THE BIAS BOX

Family relationships extend beyond traditional roles. Be aware of traditional Mother's Day and Father's Day activities that can exclude alternate family structures.

Resources

The Vanier Family Institute www.vifamily.ca

<http://www.familyservicecanada.org/>

Music – **It's a Wonderful World** – compare versions by Nat King Cole, Tony Bennett and K.D. Lang, Kenny G

We are Family – Sister Sledge **Family** – Dream Girls Soundtrack

Blue is for Abilities and Disabilities

Blue represents the idea of ability and disability through the symbol of accessibility.



Fast Facts

- ❖ According to 2006 Census data, in Canada, 14.3% of the general population live with a form of a disability including 4.3% of children aged 5 to 14 years.
- ❖ 1981 was declared the “International Year of Disabled Persons” by the United Nations.
- ❖ The United Nations has declared June 3rd the International Day of Persons with Disabilities.

Inclusion is not about inserting persons with disabilities into existing structures, but about transforming systems to be inclusive of everyone.

When barriers exist, inclusive communities transform the way they are organized to meet the needs of all children.

UNICEF, 2007

ABILITIES: Each person possesses a unique combination of skills and knowledge. Abilities are expressed in the way in which one makes use of her/his skills and knowledge.

DISABILITY: Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

INTERNATIONAL CLASSIFICATION OF IMPAIRMENTS, DISABILITIES AND HANDICAPS (ICIDH), WORLD HEALTH ORGANIZATION, Geneva, 1980

There are many kinds of disabilities. They can be visible, hidden, permanent, or occur only at certain times. These include, but are not limited to: vision, hearing, physical, intellectual, learning, mental health, speech and language.

A disability can happen to anyone at any time. Some people are born with a disability. For others, the disability happens because of an illness or an accident. Sometimes it's because the person is getting older. In fact, as the population ages, many of us may eventually face some kind of limitation.

What are Disabilities?

Ontario's Ministry of Community and Social Services

http://www.mcscs.gov.on.ca/en/mcscs/programs/accessibility/understand_accessibility/what_disabilities.aspx

MINISTRY OF EDUCATION CATEGORIES OF EXCEPTIONALITY

- ❖ Behaviour
- ❖ Communication (which includes: Autism, Deaf and Hard of Hearing, Language Impairment, Speech Impairment, Learning Disability)
- ❖ Intellectual (which includes: Giftedness, Mild Intellectual Disability, Developmental Disability)
- ❖ Physical (which includes: Physical Disability, Blind and Low Vision)
- ❖ Multiple (which includes any combination of exceptionality)

Catholic Foundations

Those whose lives are diminished or weakened deserve special respect. Sick or handicapped persons should be helped to lead lives as normal as possible.

CATECHISM OF THE CATHOLIC CHURCH #2276 ST. PAUL' THEOLOGY

"...we need to discover that God is never disappointed in us. God knows us; God knows our abilities and disabilities ...God sees me in my present reality as I am in each present moment."

JEAN VANIER

Teaching Strategies

CELEBRATING ABILITIES AND DISABILITIES BY:

Organizing an activity in class where students will be physically limited in their efforts to accomplish the task:

- ❖ Wear oven mitts to limit dexterity.
- ❖ Wear glasses coated with petroleum jelly to limit vision.
- ❖ Wear ear plugs to limit hearing.
- ❖ Bind a limb with a sling.
- ❖ Use a wheelchair to limit mobility.



Additional Strategies

- ❖ Include a variety of texts and media in your classroom that show people with a variety of disabilities in a positive light.
- ❖ Re-write a known story so that one of the main characters lives with a disability. For example, the wolf in **Little Red Riding Hood** uses a wheelchair for mobility. Discuss how this changes the story.
- ❖ Research famous people who lived with disabilities (ie. singer Justin Hines, athlete - Rick Hansen, speed skater - Clara Hughes, classical composer Beethoven - Mattie Stepanek, poet.)

PERSONAL REFLECTION

Does my practice allow all of my students to feel valued and to explore how their abilities and disabilities are a unique part of their identities?

SOME TIPS ABOUT USING LANGUAGE:

- ❖ Say "different ability" or "disability" not "handicap".
- ❖ Put people first. "Person with a disability" puts the focus on the person, not the disability.
- ❖ For specific disabilities, say "person with epilepsy" or "person who uses a wheelchair".

THE BIAS BOX

If you're not familiar with a person's disability, don't make assumptions. Wait until the person describes their situation to you. Many types of disabilities have similar characteristics. Your assumptions may be wrong.

Resources

Accessibility for All – PVNCCDSB resource binder for accessibility activities. It includes several activities, lesson plans and books.

Talk about disabilities: Choose the right word

http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/tools/right_word.aspx

http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/tools/myths_disabilities.aspx

Music – **Don't Laugh At Me** – Compare versions by Paul Yarrow (Peter, Paul and Mary),

Baby Jay, Mark Willis

Acknowledgements

This document is a result of the efforts of several individuals. The Ministry of Education provided funding for the project through an Equity and Inclusive Education grant. Sincere thanks to the following members of the writing team for their awareness and understanding of specific equity issues, their creative differentiated teaching strategies and their commitment to inclusive welcoming schools.

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Special thank you to the Peterborough Victoria Northumberland and Clarington Catholic District School Board Communication Services for bringing their creative talents to this project.

Andrea Bradley	Graphic Designer/Secretary of Communications
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