

GLOSSARY

- Abilities** are described as powers to perform that may be natural or acquired. The power to perform is evident in many areas - physical abilities, cognitive/learning abilities, sensory abilities, social competence abilities, and will vary from person to person.
- Bias** is an opinion, preference, prejudice or inclination formed without reasonable justification, which influences an individual's ability to evaluate a particular situation objectively or accurately (Scarborough Board of Education).
- Culture** is generally considered to be the total way of life of a given group of people who occupy a certain nation or region at a certain period of time. The distinct values and beliefs which the members of the group share influences their dress, food, the arts, religion, and how they choose to govern themselves.
- Disability** is 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 can be termed a disability. According to the Saskatchewan Human Rights Code, disability is defined as:
- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, and without limited the generality of the foregoing includes:
 - epilepsy
 - any degree of paralysis
 - amputation
 - lack of physical coordination
 - blindness or visual impediment
 - deafness or hearing impediment
 - muteness or speech impediment
 - physical reliance on a guide dog, wheelchair or other remedial appliance or device; or
 - any of:
 - a condition of mental retardation or impairment
 - a learning disability or a dysfunction in one or more of the processes involved in the comprehension or use of symbols or spoken language; or
 - mental disorder (Human Rights Code, Cross Cultural Communications, Inc.)

Discrimination	is behaviour which usually results from attitudes of prejudice. Discrimination is an act of differential treatment toward a group or an individual as a member of a group which usually creates a disadvantage for that individual or group (Cross Cultural Communications Inc.)
Employment Equity	is a strategy designed to obliterate the effects of discrimination in hiring and promotion practices. It involves the recognition that minority group membership should not be viewed as a barrier for employment or assignment, and may be viewed as an aspect of merit.
Ethnicity	is an individual's sense of belonging to or identification with others who share a unique social and cultural heritage.
Gender Equity	is the provision of equality of opportunity for all staff and students based on individual aptitudes, abilities, and interests, regardless of gender (adapted from the Ministry of Education).
Graffiti	can range from insulting words to offensive signs, for example, swastikas. This anonymous form of insult is more than it may seem to be since its presence constitutes an insidious encouragement for some, an intolerable provocation for others and a degradation in the atmosphere of the school.
Multicultural Education	the practices and policies developed at all levels of the educational system designed to promote racial, ethnic, and cultural equality of opportunity for all its members (Carol Tator and Frances Henry).
Prejudice	is holding an attitude or belief toward a person or distinct group of people on the basis of stereotypical generalizations. While not all prejudices are negative, most ethnic and racial prejudices have a negative impact on that group or individual.
Race	is a concept used to classify humankind according to common ancestry or descent, and relies upon differentiation by general physical characteristics such as skin colour and eyes (Scarborough Board of Education).
Racism	is the belief in and practice of the domination of one social group identified as a "race". Racism involves three basic components: the belief that humankind consists of well defined "races", the belief that some of these "races" are superior to others, and the belief that superior "races" should rule over inferior groups (Scarborough Board of Education).

Racist Incidents	<p>Racist slurs: insulting and disparaging statements directed toward a particular racial or ethnic group.</p> <p>Covert racism: less overt acts, such as having low academic expectations for minority students, as well as overt acts such as laughter, silence, or non-intervention. All of these imply approval of racial prejudice.</p>
Reverse Discrimination	<p>the implication that initiatives which attempt to redress injustices in the workplace are not solutions but actually apply the same principles of inequity to the majority population. Special initiatives or laws which are designed to improve the conditions of disadvantaged individuals or groups are not considered discriminatory under the <i>Canadian Charter of Rights and Freedoms</i> nor the <i>Saskatchewan Human Rights Code</i>.</p>
Stereotype	<p>is a false or generalized conception of a group of people that results in an unconscious or conscious categorization of members of that group. Stereotypes may be based upon misconceptions about race, age, ethnic, linguistic, geographical, religious, marital status, physical or mental attributes and gender (Scarborough Board of Education).</p>
Systemic Discrimination	<p>can result from one group dominating the workplace, and putting in place policies, procedures and practices which can impact on certain identifiable groups to create a disadvantage which cannot be justified by job-related criteria. Evidence of systemic discrimination exists when certain social groups are under-represented in an organization or are found to be ghettoized in certain low-level areas of participation (Cross Cultural Communications International, Inc.)</p>

Reference: Sections 85, 87 Education Act
The School Division Administration Regulations 45, 49
Human Rights Act
Saskatchewan Employment Act
Occupational Health and Safety Regulations
Canadian Charter of Rights and Freedoms
Canada Labour Code
Saskatchewan Teacher Federation Code of Ethics
Saskatchewan Human Rights Code
United Nations Convention on the Rights of the Child
United Nations Universal Declaration of Human Rights

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