

COLLEGE-MONTROSE CHILDREN'S PLACE

MISSION STATEMENT (revised SEPTEMBER 2002)

We are a family resource programme that addresses the changing needs of diverse families. We create connections between children, parents, grandparents and other caregivers in local neighbourhoods with a focus on:

- Supporting healthy child development
- Promoting healthy families
- Breaking down isolation
- Fostering mutual aid and peer support
- Strengthening parenting knowledge and skills
- Valuing inclusion and harmony

In partnership with families and the community we provide safe stimulating learning environments and opportunities for children, parents and caregivers. Children's Place is an open collaborative organization that values and respects the unique needs and strengths of all families

We firmly believe in the Human Rights Code of Ontario. All those associated with our organization have the right to equal treatment with regard to work environment, services, goods and facilities. We provide the kind of setting and programs that enhance the self-esteem of children and adults from different ethno-cultural backgrounds, while fostering the development of respect for the culture of others. We recognize and respect a variety of cross-cultural practices in child rearing. It is our mandate to treat every individual equitably regardless of the person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status or disability. (Human Rights Code of Ontario, 1990 (revised 2001)).

COLLEGE-MONTROSE CHILDREN'S PLACE
MULTICULTURAL ACCESS AND ANTI-RACISM POLICY

1992 (revised May 2006)

College-Montrose Children's Place adheres to in the human rights code of Ontario. All those associated with our organization have the right to equal treatment with regard to work environment, services, goods and facilities. We provide the kind of setting and programs that enhance the self-esteem of children and adults from different ethno-cultural backgrounds, while fostering the development of respect for the culture of others. We recognize and respect a variety of cross-cultural practices in child rearing. It is our mandate to treat every individual equitably regardless of the person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status or disability. (Human Rights Code of Ontario, 1990 (revised 2001)).

Our Policy Statements:

1. College-Montrose Children's Place is committed to employment equity to ensure fairness to all members of our community.
2. College-Montrose Children's Place encourages all board members, staff and volunteers to participate in workshops and training activities.
3. College-Montrose Children's Place is actively involved with the surrounding community to ensure that its needs are met.
4. College-Montrose Children's Place offers multi-culturally accessible programs and services for all members of the community served.

EMPLOYMENT EQUITY

COLLEGE-MONTROSE CHILDREN'S PLACE IS COMMITTED TO EMPLOYMENT EQUITY TO ENSURE FAIRNESS TO ALL MEMBERS OF OUR COMMUNITY.

OUR GOALS:

- A. We hire those most qualified for the position available, and those who also best reflect the community served.
- B. We review employment procedures periodically to ensure that systemic barriers are removed.
- C. All staff are given a fair opportunity for advancement.
- D. Racial or other incidents of bias and stereotyping are dealt with in a fair and consistent manner.

PROCEDURES:

- A.1. By taking surveys of those using the facilities, we are able to determine the ethnic background and languages used by the community served.
- 2. The Programme Director and/or Executive Director survey participants periodically and keep records to understand the changes in the community.
- 3. When screening a candidate for a position, the hiring committee reviews the candidate's ethnic background and knowledge of their own specific community to ensure she/he is most suitable to work with the community served.
- B.1. Existing criteria for recruitment, selection, retention, evaluation, testing and promotion are reviewed by the hiring committee to identify systemic barriers and develop new criteria.
- 2. Goals and timetables are established for recruitment, selection, retention, evaluation and promotion practices to increase the number of minority Staff, Board and Volunteers where there is under-representation.
- 3. Our Personnel Policy includes employment equity statements.
- C.1. All Staff including full-time, contract and Volunteers are notified well in advance of

upcoming positions and encouraged to apply.

2. Before Board members or other Volunteers are recruited, they will be made well aware of the Multicultural Access and Anti-Racism Policy.
- D.1. All those associated with Children's Place have the right to be treated with respect with regard to their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status, language barrier, disability, or even their choice of parenting according to their culture.
2. When a person feels victimized by another, she/he must consult the Children's Place Programme Director and/or Executive Director. They will assure the victim that racism is not tolerated at Children's Place. No incident shall go unresolved.
 3. The Complainant and Defendant will be given the opportunity to meet with the Programme Director and/or Executive Director to discuss the situation.
 4. If the situation is not resolved, the Programme Director and/ or Executive Director will invite both parties to meet with the Board and during a period of active listening, each party has the opportunity to explain their feelings or actions.
 5. Both parties are invited to participate in multicultural activities to get to know other cultures better.
 6. When a person refuses to acknowledge the Multicultural Access and Anti-Racism Policy she/he will meet with the Board and discuss her/his future involvement with the organization.

STAFF DEVELOPMENT AND TRAINING

COLLEGE-MONTROSE CHILDREN'S PLACE ENCOURAGES ALL BOARD MEMBERS, STAFF AND VOLUNTEERS TO PARTICIPATE IN WORKSHOPS AND TRAINING

ACTIVITIES.

OUR GOALS:

- A. We provide opportunities for ongoing training and educational opportunities for Board, Staff and Volunteers to further their knowledge in the area of multiculturalism especially when it concerns child care.
- B. We encourage Staff and Volunteers to become involved in community organized workshops to gain a better understanding of the communities served.
- C. Staff and Volunteers plan and develop events to celebrate the multicultural holidays observed by the community.
- D. All Board members, Staff and Volunteers are encouraged to be aware of the needs of our community, in terms of cultural differences in child rearing practices etc.
- E. A resource library offering information on the various ethno-racial communities served is accessible to all.

PROCEDURES:

- A.1. We offer workshops to Board, Staff and Volunteers periodically at appropriate times, evening or daytime to accommodate everyone.
 - 2. The Programme Director and/or Executive Director discuss with other Staff and Volunteers what courses are most appropriate and plans the workshops for the year.
 - 3. The Programme Director and/or Executive Director contracts speakers for the workshops from other community organizations. These speakers are usually volunteers or require a minimum honorarium.
- B.1. Board, Staff and Volunteers periodically visit community groups when functions are held to learn more about their cultures and diverse backgrounds.
 - 2. The Staff actively promote these events by posting, faxing and emailing flyers and announcing upcoming functions.

- C.1. The Staff and Volunteers survey the participant backgrounds and plan special events according to their customs and traditions. For example, for the Portuguese population we celebrate the "Portuguese Carnival" and for the Chinese population the "Chinese New Year" is acknowledged.
 - 2. As the population changes so do the celebrations to accommodate all users of the program.

- D.1. When interacting with the participants, the Board, Staff and Volunteers are advised to be aware of the needs of the community and the individual's practices in rearing their children. We encourage participants to share their ideas with others so that everyone may learn from their experience.

- E.1. Our resource library is established in the main office and is easily accessible through either the office and/or programme staff
 - 2. The Programme Director and/or Executive Director are responsible for the content of the library and they actively seek out informative reading materials. They also encourage Board members, Staff, Volunteers and Parents to add any materials that they think would be valuable to the resource library.

COMMUNITY RELATIONS

COLLEGE-MONTROSE CHILDREN'S PLACE IS ACTIVELY INVOLVED WITH THE COMMUNITY TO ENSURE THAT ITS NEEDS ARE MET.

OUR GOALS:

- A. We continually survey local communities surrounding our various sites to ensure knowledge of their ethno-racial background.
- B. We advertise all programs and services in ethno-specific organizations particular to the community.
- C. We translate promotional materials into main languages used in the communities served and illustrations on materials reflect the communities served.
- D. Members of diverse ethno-racial communities are invited to share their views and concerns about services provided.

PROCEDURES:

- A.1. The Programme Director and/or Executive Director keep ongoing statistics of those utilizing the programs and notes changes in ethno-racial backgrounds as they occur.
 - 2. The Programme Director and/or Executive Director inform Staff, Board members and Volunteers of the changes in the community to ensure their awareness.
- B.1. The Programme Director and/or Executive Director ensure that all advertisements are posted in the main ethno-specific organizations particular to the community.
 - 2. The Programme Director and/or Executive Director liase with community organizations to determine need for our programs and services and effectiveness of advertising in such organizations.
- C.1. The Programme Director and/or Executive Director ensure that promotional materials are translated into the main languages used. This is accomplished with the assistance of Staff/Volunteers who are proficient in the language or by community organizations that offer the service free of charge.
 - 2. All promotional materials are assessed by The Programme Director and/or Executive Director for appropriate illustrations to specifically reflect the community served.
- D.1. Staff plan and organize events to allow for community organizations to meet with participants and discuss their services and learn more about our programs.

PROGRAMS AND SERVICES

COLLEGE-MONTROSE CHILDREN'S PLACE OFFERS MULTICULTURALLY ACCESSIBLE PROGRAMS AND SERVICES FOR ALL MEMBERS OF THE COMMUNITY SERVED.

OUR GOALS:

- A. Our programs and activities respond to the ethno-cultural, racial, sexual orientation and religious diversity of the community and promote respect and appreciation of differences.
- B. All Board members, Staff and Volunteers work towards eliminating barriers to access or biases in existing programs and services.
- C. Staff development activities are provided in program review to ensure programs and services are free of racism, stereotyping and discrimination and to develop anti-racist, multiculturally accessible materials and skills.

PROCEDURES:

- A.1. The Programme Director and/or Executive Director refer to multicultural surveys to ensure that programs and services reflect the communities served.
- 2. The Programme Director and/or Executive Director informs Staff of the need to be aware of the communities served and keep in mind that the participants choice of child rearing according to their culture, should be respected.
- B.1. The Program Co-ordinator reviews existing programs and services with Board members, Staff and Volunteers to determine effectiveness. In this review the following questions are answered:
 - Are all the participants utilizing the programs and services?
 - Who does not seem to benefit by our services?
 - How can we break the barrier to accessing our services?
- C.1. The Programme Director and/or Executive Director and Staff assess the toys and books offered in their programs by asking:
 - Does the toy or book stereotype any culture, gender or ethnicity?

- Does the packaging or marketing of the item show stereotypes or ethnic bias?
 - Does this item reflect the philosophy and goals of our program?
 - As a whole, do the toys and books encourage co-operation and celebrate diversity in the program?
2. Staff use a multicultural calendar highlighting upcoming cultural and religious holidays observed by the communities served so that they may plan activities to integrate them into programs and services.
 3. The Programme staff posts the upcoming cultural and religious events on the main bulletin board to notify all participants and Board members.

GLOSSARY OF TERMS

- ANCESTRY: Family decent, where one came from.
- ANTI-RACISM: To confront different forms of racism and to eliminate racial discrimination.
- BARRIERS TO ACCESS: See SYSTEMIC BARRIERS.
- BIASES IN PROGRAMS: A bias that tends to represent or illustrate staff, providers or families of only one specific cultural group.
- COMPLAINANT: A person who feels she/he has been the victim of discrimination.
- CREED: One's religious belief.
- CROSS-CULTURAL TRAINING: Educational workshops dealing with the differences in cultures.
- CULTURAL EVENTS AND RELIGIOUS HOLIDAYS: Those that are celebrated by the communities served.
- DEFENDANT: One who has been accused of discriminating against another person.
- EMPLOYMENT EQUITY: A practice designed to eliminate discriminatory barriers and to provide equitable opportunities in employment. An employment equity program puts in place practices to ensure access without discrimination both the available opportunities and to the possibility of their realization.
- EQUAL OPPORTUNITY EMPLOYER: An organization that invites candidates to apply for positions regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or handicap.
- ETHNIC ORIGIN: Every Canadian belongs to some ethnic group and shares some cultural heritage particular to people of a certain national, religious and/or language background. There are a wide variety of ethno-cultural groups among people of African, Asian, and European and indigenous Northern, Central and South American backgrounds in Canada.
- ETHNO-CULTURAL: The customs, traditions, and languages etc.... that are specific to a certain ethnic group.
- ETHNO-SPECIFIC: Specific to a certain ethnic group.

- **ISOLATION:** When a person is unable to fully participate in the community due to language barriers.
- **MULTICULTURALISM:** The existence within one society or nation of two or more non-homogeneous, but equally recognized, ethnic, racial, cultural, linguistic or religious groups.
- **PLACE OF ORIGIN:** Where one was born.
- **RACIAL INCIDENT:** When a person discriminates against another person because of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.
- **RACE:** As described by Webster's Ninth New Collegiate Dictionary 1986: "2a: A Family, tribe, people, or nation belonging to the same stock....b: A class or kind of people unified by community of interests, habits, or characteristics....3c: A division of mankind possessing traits that are transmissible by descent and sufficient to characterize it as a distinct human type."
- **RACISM:** To discriminate against a person because of their race, creed, colour, place of origin, ethnic background, culture, citizenship, language or ancestry.
- **STEREOTYPE:** To group a whole race of people together, assuming everyone of that race behaves in the same manner.
- **SYSTEMIC BARRIERS:** Employment (and other) barriers are hidden, usually unintentionally, in the rules, procedures, and sometimes even the facilities that employers (and organizations) provide to manage their human resources (and operations). Discrimination can result if these "systems" encourage or discourage individuals because they are members of certain groups, rather than because of their ability to do a job that the employer needs done (or their right to service). (Employment and Immigration Canada).