

Appendix 'A' - Stinson Neighbourhood Map



## Appendix 'B' – SCA physical assets

<b>Asset</b>	<b>Executive / Committee Responsible</b>
Laptop	Secretary
Megaphone	Treasurer / Events
Cashbox	Treasurer
Coffee maker	Treasurer / Events
Website	Executive Board / Communications
Info@	Executive Board
adsales@	N/A / StinZine
Treasurer@	Treasurer
Co-chair@	Co-Chair
Co-chair@	Co-Chair
Secretary@	Secretary
Stinzine@	Stinzine Editor
Official facebook	Executive Board / Communications
Official twitter	Executive Board / Communications
Bank account	Treasurer
StinZine account	Treasurer / StinZine Editor

## **Appendix C: Executive Code of Conduct DRAFT**

### **PRINCIPLES**

1. Power and privilege can play out in our group dynamics in destructive ways. We must challenge practices which marginalize, exclude or de-humanize others. Privilege, like power, can be used for positive purposes but should be used with awareness and care.
2. We can only identify how power and privilege play out when we are conscious and committed to understanding how white supremacy, patriarchy, wealth, classism, heterosexism and all other systems of oppression affect each one of us. Each person who enjoys privileges granted by systems of prejudicial power (no matter how radical or revolutionary) must recognize the benefits and costs of their privileges. We must take responsibility for our prejudices and actions which perpetuate oppression.
3. Developing anti-oppression practices is life-long work and requires a life-long commitment. We are all vulnerable to being oppressive and we need to continuously struggle with these issues and behaviors.
4. Dialogue and discussion are necessary and we need to learn how to listen nondefensively and communicate respectfully if we are going to have effective anti-oppression practice.

### **PRACTICES**

#### **Personal Practices**

- Challenge yourself to be honest and open and take risks to address racism, sexism, homophobia, ableism, economic discrimination, and transphobia head on.
- When you witness or experience an abuse of power or oppression interrupt the behavior and address it on the spot or later, either one on one, or with a few allies; this is about ways to address oppressive behavior that will encourage change.
- Challenge the behavior not the person. Be sensitive and promote open dialogue.
- Don't generalize feelings, thoughts, behaviors, etc. to a whole group.
- Recognize that when someone offers feedback around oppressive behavior, to give pause rather than challenging the person or invalidating their experience. Give people the benefit of the doubt and don't make assumptions.
- Don't feel guilty, feel accountable. Being part of the problem doesn't mean you can't be an active part of the solution.
- Maintain these practices and contribute equal time and energy to building healthy relationships, both personal and political.

#### **Organizational Practices**

- Set anti-oppression goals and continually evaluate whether you are meeting them
- Promote an anti-racist, anti-heterosexist, anti-transphobic, anti-classist, anti-ableist message and analysis in everything we do
- Remember these are complex issues and they need adequate time and space
- Create opportunities for people to develop skills to communicate about oppression.

- Respect different styles of leadership and communication
- Make a collective commitment to hold people accountable for their behaviour so that the SCA can be a safe and nurturing place for all.

**Meeting Practices**

- It is the role of every member to ensure that meetings and official SCA events are welcoming for everyone
- Don't interrupt people who are speaking
- Be conscious of how your use of language may perpetuate racism, sexism, homophobia, economic discrimination, classism, or ageism
- Try not to call people out because they are not speaking
- Be conscious of how much space you take up or how much you speak in a group: Practice "stepping up, stepping back" so we can each contribute to equal participation.
- Be careful of not hogging the show, speaking on every subject, speaking in capital letters, restating what others say or speaking for others
- Respect different views and opinions
- Balance race, gender and age participation
- People who haven't yet spoken get priority
- It is the group's responsibility to challenge racist, sexist, ageist, homophobic, or other remarks deemed to be discriminatory.

**Appendix C: Anti-Racism Anti-Oppression Framework DRAFT****SELF-CHECK MEETING GUIDELINES**

Given the real challenges associated with a diverse meeting, it is most important that we all do our best to conduct ourselves in a respectful manner.

**1) TONE AND BODY LANGUAGE:**

Be aware of how your attitude influences others as well as the effectiveness of the meeting. Make thoughtful comments that maintain a positive and constructive dialogue.

**2) STAY ON TOPIC/MAKE CONCISE STATEMENTS:**

Respect the goals of the meeting by making succinct comments that pertain directly to objectives addressed in the agenda. Evaluate your comments as to whether they assist or divert the direction of the meeting.

**3) CHECK YOUR PRIVILEGE:**

We all come with relative societal privileges and oppressions based, in part, on our experiences with race, gender, and class. Be aware of how this affects what you say and what you do.

**4) STEP BACK, STEP UP:**

Notice how much you raise your hand and/or speak. Be aware of others who have not spoken and the environment in which they would feel comfortable to do so. If you aren't speaking but have something to add, assert yourself with the understanding that your comment will be heard and respected. Don't simply wait for your turn to talk, LISTEN.

**5) NO OFFENSE/DEFENSE:**

Meetings are not about winners and losers nor personal attacks. Offensive and defensive behavior and accusations detract from the objectives of the meeting. Be sensible about the intentions of others by giving them the benefit of the doubt.

**6) RESPECT THE ROLE OF THE FACILITATOR:**

Help the facilitator make the meeting effective. This does not mean pointing out minor mistakes, but rather allowing the facilitator to exercise organizational control to better the outcome of the meeting. It is not a personal attack when the facilitator fails to put you on the stack in the correct order.

**7) WE'RE IN THIS TOGETHER:**

These meetings would not happen if the people in them weren't committed to similar ideas and held similar values. Keep in mind that this is a joint effort that requires a healthy, positive, give and take atmosphere. Our meetings must be productive in order to leave with specific plans and that great feeling of achievement and progress!

**Appendix C: Anti-Racism Anti-Oppression Framework DRAFT****Glossary of Terms****Ableism**

Ableism; A term used to describe normal assumptions and practices that often lead to unequal treatment of people with apparent or assumed physical, intellectual, or behavioral differences.

**Access**

“the right or opportunity to reach, use, or visit; admittance”. (Oxford Dictionary, 9th edition)

**Accommodation**

The legal duty under the Ontario Human Rights Code to consider the needs of persons with disabilities up-front. This means designing for buildings, processes, programs or services inclusively. If existing physical structures, systems, or attitudes create barriers, they must be removed. Where it is impossible to remove barriers without undue hardship, special arrangements must be made so that persons with disabilities can fully participate.

**Ally**

An ally is a member of the dominant group who acts against oppression out of a belief that eliminating oppression will benefit the targets of oppression and dominant group members. In the struggle against racism, for example, White peoples are allies who take leadership from activists who are people of colour and First Nations, Metis & Inuit people.

**Anti-racism**

The practice of identifying, challenging, preventing, eliminating, and changing the values, structures, policies, programs, practices, and behaviours that perpetuate racism

**Bias**

An inclination, learning, opinion, perspective, preference, prejudice formed without reasonable justification that then influences a person’s or group’s ability to evaluate a particular situation accurately or objectively; an unfounded preference for or against. It must be noted, however, that every piece of writing, image, and audiovisual production has a bias, and it is important that authors, readers or viewers be able to identify this bias.

**Classism**

Discrimination of group of persons sharing a similar social position and certain economic, political, and cultural characteristics.

**Culture**

Totality of ideas, beliefs, values, knowledge, norms, communication styles and way of life of a group of individuals who share certain ethnic, historical, linguistic, racial, religious and social background. Culture is a complex and dynamic organization of meaning, knowledge, artifacts and symbols that guide human behaviour. It accounts for shared patterns of thoughts and

action, and contributes to human, social and physical survival.

**Cultural Competence**

A set of congruent attitudes, behaviours, and policies that come together in an agency, system, or among professionals to enable them to effectively work on cross-cultural issues. The ability of individuals, organizations and systems to function and perform effectively in cross-cultural situations.

**Cultural Diversity**

Diversity is a broad term that refers to the variety of differences among people. Often used within the context of culture, education, organizations or workplaces it is used to refer to differences among individuals and groups. Diversity is commonly understood in terms of dimensions that include, but are not limited to race, age, place of origin, religion, ancestry, skin colour, citizenship, sex, sexual orientation, ethnic origin, disability/ability, marital, parental or family status, same-sex partnership status, gender identity, creed, educational background, literacy level, geographic location, income level, cultural tradition and work experience.

**Discrimination**

The manifestation of prejudice. The granting and/or denying of civil liberties and opportunity to individual or groups with respect to access to services, goods and facilities, education, employment, and health care. Discrimination may occur on the basis of age, developmental or mental disability, ethnicity, gender, marital or family status, nationality, physical, race, religious or political affiliation, or sexual orientation. Discrimination becomes more blatant when two or more factors (e.g. economic status, class and/or racial visibility) coincide. This behaviour results in minorities being maltreated/mistreated or excluded.

**Dominant Group**

Refers to people whose social identity confers on them unearned power and privilege. Most of us have one or more dominant identities. In most parts of Canada, dominant identities are White, male, English-speaking, heterosexual, able-bodied, Christian, affluent and middle class, thirty to sixty-five years of age, university educated, from central Canada.<sup>12</sup>

**Equality**

Treating people the same based on the assumption that everyone is the same and has the same needs.

**Equity**

Treating people differently based on their different needs in order to ensure their equality of access.

**Gender Expression/Gender Presentation**

Gender Expression/Gender Presentation describes the external characteristics and behaviors that are socially defined as either masculine or feminine such as dress, mannerisms, speech patterns and social interactions. People's behaviours that convey something about their gender identity, or that others interpret as meaning something about their gender identity. It is

recognized that gender identity and/or gender expression/gender presentation may be fluid and may change over time.

**Gender Identity**

Gender Identity is an individual's own understanding of themselves in terms of being male or female, man or woman, or something other or in-between. An individual's gender identity has nothing to do with their genitalia or chromosomes.

**Harassment**

The *Ontario Rights Code* defines harassment as a vexatious ('hard to cope with'; "troubling to the nerves or peace of mind") comment or behaviour that is known or ought to be known to be unwelcome. Harassment includes words, actions and/or gestures which are offensive to an individual and which insult, humiliate, demean, and/or undermine a person's worth and dignity.

**Heterosexism**

The belief that heterosexuality is the norm and individual, institutional and systemic results from that belief.

**Identity**

A subjective sense of coherence, consistency, and continuity of self, based in both personal and group history.

**Institutions**

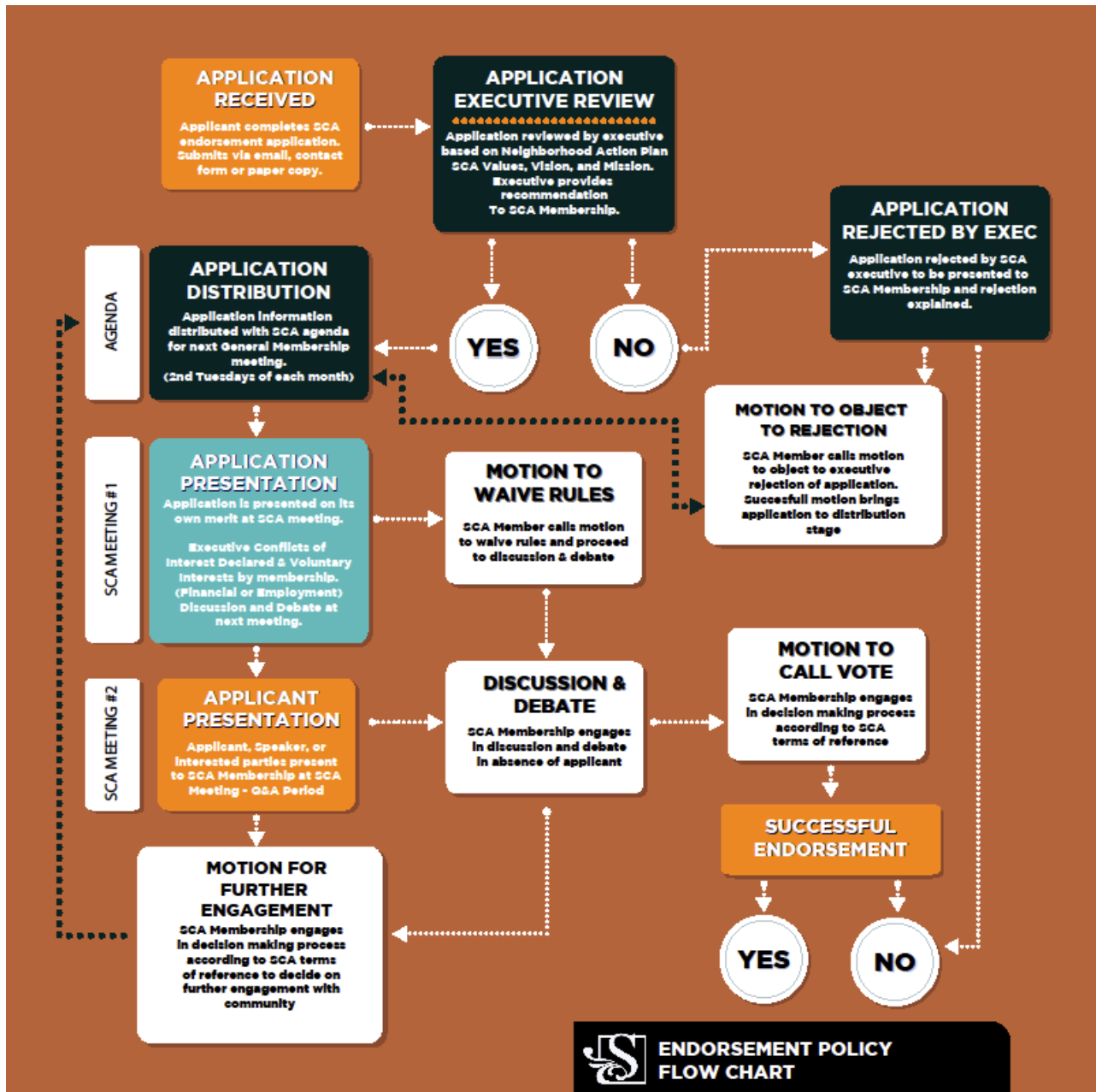
Organizational arrangements and practices through which collective actions are taken (e.g. corporations, criminal justice system, education system, health care system, government, religious communities, and others).



**Appendix D: Stinson General Meeting Facilitation**

- The Chair shall create a “speakers list” during discussions when necessary and shall ensure the list is followed and adhered to appropriately. One Chair will draft the speakers list and verbally confirm the order of speakers.
- Chairs shall ensure members are allowed to speak before executives, unless in response to an inquiry or as the assigned lead of the agenda item.
- Chairs shall ensure that all listed speakers have their turn.

Appendix E: Stinson Community Association Endorsement Policy



Further documents:

- Endorsement Policy Application