

ANTI-RACISM, ANTI-DISCRIMINATION, CULTURAL SAFETY AND INDIGENOUS RACIAL RECONCILIATION

Background

All members of the School District 57 community have the right to expect that policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The Board expects all students, staff, parent/guardian(s), stakeholders/rightsholders and members of our school communities to adhere to a practice of educative, preventative and restorative response.

The District supports the values and objectives contained in the Canada's Charter of Rights and Freedoms, the BC Human Rights Code and the Canadian Human Rights Act, the United Nations declaration on the Rights of Indigenous peoples (UNDRIP), The Declaration of the Rights of Indigenous peoples Act (DRIPA), and the BC Multiculturalism Act and accepts its responsibility to live to the spirit and intentions of these legislative tools. The intent of this administrative procedure is to ensure that an environment of inclusion, equity, and respect is supported throughout the District's working and learning community.

All members of the District are committed to and supportive of:

- Providing students with educational programs that will assist them in participating in and contributing to a diverse society,
- Acknowledging the true history of School District 57 and working to heal the historical wrongs to Indigenous peoples in Canada;
- Hiring employees based on merit consistent with the *Human Rights Code*, *TRC*, *DRIPA*
- Providing professional development opportunities to educators on anti-racism, anti-discrimination and human rights,
- Creating an environment in the District that promotes non-discrimination consistent with the Human Rights Code,
- Provide educational tools to support schools in responding to incidents involving discrimination and racism,
- Reducing language and cultural barriers; and,
- Communicating effectively with all students, parents, employees, visitors and other partner groups in our diverse community regarding the processes and procedures outlined in this Administrative Procedure.

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Procedures

Alleged racial harassment by staff or students will be investigated promptly, thoroughly and in a sensitive manner, adhering to the principles of confidentiality and due process.

1. All members of the District shall support the development and implementation of procedures, practices and programs that support the rights and freedoms enshrined in the *B.C. Declaration on the Rights of Indigenous Peoples Act*, *Human Rights Code*, and that promote and foster a learning environment in the District that emphasizes acceptance, equity, inclusion, and non-discrimination.

- 1.1. All Educators shall support educational experiences that promote awareness, understanding and acceptance of the diversity that exists within our society.
 - 1.2. The District continues to be an equal opportunity employer, recognizing that intercultural sensitivity is one of the important criteria to be used in the process of personnel selection.

2. Conduct

All students, employees, contractors, visitors, other persons and groups who use District facilities shall be required to conduct themselves in accordance with Policy 23 Anti-Racism, Anti-Discrimination, Cultural Safety and Policy 24 Indigenous Racial Reconciliation and the District's commitment to non-discrimination, human rights and inter-culturalization.

- All Schools shall include in their school code of conduct clear statements and rules reflecting the District's commitment to non-racist, non-discrimination, cultural safety and human rights.
 - The Director of Human Resources shall ensure employees aware of this Administrative Procedure upon being hired.
 - Allegations of racism and/or discrimination will be reported to the Principal in the case of students, and to the immediate Supervisor in the case of employees.
 - Allegations of racism and/or discrimination of visitors will be reported to the school Principal or building Supervisor/Manager.
- 2.1. Any act such as name calling, slurs, graffiti, digital violence or physical violence which is aimed at depicting a particular group in an unfavourable light, or which can be reasonably viewed as a racist and/or discriminatory act, may be subject to discipline. In the case of students, referrals will be made to the Principal. Incidents involving employees will be dealt with by the Director of Human Resources, incidences involving visitors or non-district staff will be made to the Principal of the school or Supervisors/Managers of the building.

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- 2.2. All parent/guardian(s) will be informed of the appeal process available to them regarding student discipline and placement decisions
- 2.3. All members of the learning community (students, staff, parent/guardian(s), community members) can additionally report allegations to an external body, the [Office of the Ombudsperson](#) or the [Indigenous Services Department](#) within the Office of the Ombudsperson.

3. Curriculum

In alignment with Administrative Procedure 202 Multicultural Recognition, the District supports curricular goals and learning objectives that provide students with the necessary knowledge, skills and attitudes to contribute to a society that is free of racism and discrimination, and which will allow students to deal constructively with racism and/or discrimination that they may encounter in their daily life experiences.

- 3.1. All Educators shall support intercultural, anti-racist and human rights education infused into curricula.
- 3.2. All Educators recognizes the school's responsibility in assisting students to develop a strong sense of pride in their own ancestry and/or cultural heritage, as well as an appreciation of and respect for the backgrounds of others.
- 3.3. Educators assist students in developing intercultural competencies consisting of interpersonal and communication skills, attitudes and knowledge needed to function in the larger community while retaining an appreciation for their own background.
- 3.4. All Educators supports activities that promote opportunities for children to learn about their own ancestry, heritage and that of others to increase knowledge of and develop positive attitudes toward Canada's multicultural diversity.
- 3.5. All Educators commit to the development and use of instructional materials for use in all appropriate curriculum areas that reflect the true history of Canada and contributions of minority groups in Canada.
- 3.6. Educators must use approved local curriculum and Board Authorized courses to respond to the educational needs of the diverse cultural communities within School District No. 57.
- 3.7. Schools and Departments must ensure that Local First Nations are consulted on the development of resources and Board Authorized Courses where local histories, stories and teachings are included.
- 3.8. International education students and exchange programs are encourage the acceptance and appreciation of cultural diversity.

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3.9. All Educators will regularly audit curriculum and all learning resources to ensure they promote human rights, anti-racism, anti-discrimination, cultural safety and intercultural competence.

3.10. All Principals will support schools to participate in curricular events and programs focused on anti-racism and anti-discriminatory practices (such as Orange Shirt Day, Pink Shirt Day, Black History Month and Latin-American Month).

4. Staff Training

The Superintendent will seek to eliminate racism and discrimination through an effective in-service program that promotes attitudinal change. The Director of Human Resources will support opportunities for training of all staff and elected trustees to develop their knowledge, awareness and skills in the areas of human rights, anti-racism, anti-discrimination, cultural safety and cross-cultural understanding.

4.1. In-service sessions will be required annually to district employees to raise awareness and equip them with the skills necessary to relate sensitively to people of different racial and ethnic backgrounds, different sexual orientation, gender identity, ability, religion, culture and socio-economic status. In-service programs shall include the topics of anti-racism, intercultural issues, human rights, and valuing diversity.

4.2. In-service regarding a specific culture should be provided by a person of that culture or in collaboration with a person of that culture. Local First Nations should be included in the in-service related to local First Nations.

4.3. Newly hired employees will receive a copy of relevant administrative procedures and training through the District's on-boarding process, using material provided by the local First Nations in relation to Lheidli T'enneh First Nation, McLeod Lake Indian Band and Simpcw First Nation.

4.4. District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to ethno-cultural hiring issues.

5. Assessment and Student Placement

All Educators recognize the need to support positive and equitable learning and instructional initiatives and/or alternative approaches and strategies designed to allow all students to realize their full potential. Assessment and placement of students shall not be unduly inhibited by a cultural/language barrier.

Expectations of students shall not be based on prejudice or stereotypes.

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- 5.1. All decisions regarding student assessment and placement will be based upon consideration of a student's educational needs, aptitudes and abilities, and it will not tolerate discrimination in the provision of instructional programs and services contrary to the BC Human Rights Code.
- 5.2. Assessment and student placement practices and procedures are to be free from cultural bias. In order to ensure that assessment and student placement procedures are adapted to meet the needs of students from different ethno-cultural groups. Consideration is to be given to testing instruments, student placement, interviewing, counselling, monitoring and meaningful communications with parents/caregivers.
- 5.3. Standardized testing and other formal types of school assessments are not to be undertaken by a student whose first language is not English until the student has had adequate time to achieve facility with the English language, the curriculum and the local school culture. In the interim, appropriate non-standardized assessment practices are to be utilized.
- 5.4. All parent/guardian(s) will be informed of the appeal process available to them regarding student placement decisions [Board Policy - Appeals Bylaw](#).

6. Home, School and Community Relations

The diversity of the school community results in a variety of learning, behaviours, modes of communication and expectations within the school system.

- 6.1. All communications between home and school and between schools and the broader community will be made with sensitivity to intercultural considerations.
- 6.2. When racist incidents occur, supports and resources will be provided to those who have been harmed.
- 6.3. All members of the District shall engage in open and transparent forms of consultation with diverse communities and student representatives to ensure inclusion and anti-racism efforts are responding to expressed needs.
- 6.4. Annual updates will be provided on anti-racism work as part of its public reporting processes.

7. Community as Experts

All members of the District recognizes the expertise that exists within the community and will utilize the community partners and agencies for support, and training when appropriate. (ie Local First Nations, Immigrant and Multicultural Services, Native Friendship Center, Carrier Sekani)

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8. Responding to Reports of Discrimination or Racism

- 8.1. Employees responsible for responding to reports of discrimination or racism must conduct a thorough investigation.
- 8.2. Where applicable, investigations regarding the conduct of an employee will be in accordance with collective agreements.
- 8.3. Investigations regarding the conduct of a student will be in accordance with the Student Code of Conduct.
- 8.4. Investigations regarding the conduct of a visitor or non-district employee will be concluded within 10 days of the report. If required, an extension may be approved upon request of the Director of Human Resources.
- 8.5. Consideration will be given to explore options for culturally responsive resolutions (ie, Restorative Circles).
 - 8.5.1. Participate in formal and informal processes of reconciliation and restitution when asked to do so, making efforts to demonstrate cultural humility, trauma informed responses and openness to diverse worldviews and ways of being.
 - 8.5.2. Support district employees charged with assisting and/or leading talking circles created to resolve discriminatory, racist or marginalizing behaviours.
 - 8.5.3. Model compassion and encouragement to learners and their families engaged in processes of reconciliation and healing.
 - 8.5.4. Assist students in identifying someone in their school who they can safely report and discuss issues of racism or discrimination.
 - 8.5.5. Support students in developing genuine restitution plans focused on righting wrongs and learning inclusive strategies.
 - 8.5.6. Assist students and their families in understanding their obligations to participate in processes of restitution and healing as a means of mitigating the harm brought on those subjected to racism, discrimination or marginalization. Where language barriers require additional support, the district will provide families/caregivers/students with interpreters.

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Reference: *School Act*, ss 8, 8.4, 8.5, 20, 22, 65, 85, 177
Human Rights Code, RSBC 1996
Multiculturalism Act, RSBC 1996
Canadian Charter of Rights and Freedoms, Constitution Act, 1982
Canadian Human Rights Act, RSC 1985 *Canadian
Multiculturalism Act*, RSC 1985 *Criminal Code*,
RSC 1985
Collective Agreements
Declaration on the Rights of Indigenous Peoples Act, 2019
Policy 23 Anti-Racism, Anti-Discrimination, Cultural Safety
Policy 24 Indigenous Racial Reconciliation

Related Administrative Procedure:
202 Multicultural Recognition