

## AP 4002: Anti-racism and Cultural Safety

School District No. 8 (Kootenay Lake) 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 on the Rights of Indigenous Peoples Act (DRIPA), and the BC Multiculturalism Act and accepts its responsibility to live within 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.

This administrative procedure will be reviewed annually by each school and worksite.

### 1. Learning and Reconciliation:

#### 1.1. The district will:

- 1.1.1. Provide opportunities for professional development, training/in-service of all staff, district leaders, and students to develop their knowledge, awareness and skills in anti-racism, anti-discrimination and cross-cultural understandings so that all are enabled to model, teach and engage in anti-racist, inclusive, and culturally safe practices;
- 1.1.2. Ensure all schools' Codes of Conduct explicitly address anti-racism and anti-discriminatory practices;
- 1.1.3. Review hiring and selection processes to ensure equitable and ethno-culturally sensitive processes are used;
- 1.1.4. Orient all new employees to their obligations to be non-discriminatory and anti-racist;
- 1.1.5. Work in allyship with community members, organizations, and/or programs in our region that are engaged in anti-racism work, and;
- 1.1.6. Establish an Anti-Racism Advisory Committee to monitor and advise the Superintendent, assess the district's anti-racism work and make recommendations for further actions.

1.2. Schools are encouraged to create anti-racism groups within their settings.

### 2. Inclusive and Anti-Racist Curriculum and Resources:

#### 2.1. The district will:

- 2.1.1. Support school and district resource staff/librarians critically review and select curriculum resources using an anti-racist analysis;
- 2.1.2. Support staff in the selection of resources that reflect diverse cultural identity groups, including local and regional Indigenous resources;
- 2.1.3. Support staff in the utilization of authentic resources and curricula shared by diverse communities as a primary source, whenever possible;
- 2.1.4. Invite diverse community members, whenever possible, to participate in educational settings to share their knowledge, experiences, and perspectives;
- 2.1.5. Provide appropriate compensation for those who share their stories, experiences, and knowledge in school or district settings as recognition of their role as mentors and learning partners;
- 2.1.6. Provide opportunities for all of its learners to learn about their own heritage, histories, identities and cultures as a means of building pride and positive beliefs and attitudes towards diverse communities;
- 2.1.7. Support schools to participate in curricular events, current events, and programs focused on anti-racism and anti-discriminatory practices (such as Orange Shirt Day, Pink Shirt Day, Black History Month, Asian Heritage Month and Latin-American Heritage Month), and;
- 2.1.8. Create and maintain a list of resources schools and educators can access that support cultural programs and anti-racist initiatives as outlined in (2.1.1.) to (2.1.7.) above.

### 3. Home, School and Community:

#### 3.1. The district will:

- 3.1.1. Establish and maintain consistent and widely understood school-based practices to ensure that members of school communities and families of all races, cultures and ethnicities are welcomed, accepted, and included in all aspects of education and school life;
- 3.1.2. Promote a system for reporting incidents of racism among students and staff in a transparent, culturally safe way, ensuring respect for privacy, fairness, and a focus on learning as restitution is prioritized;
- 3.1.3. Provide necessary supports and resources to those who have been harmed when racist incidents occur;

- 3.1.4. Ensure that all procedures and practices are audited on a regular basis to measure and assess equitable student performance and employee recruitment processes;
- 3.1.5. 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;
- 3.1.6. Invite diverse community representatives to assist in reviewing district practices, engaging in equity auditing of hiring and selection processes, as well as processes of investigating and resolving incidents of racism. When such assistance is provided, ensure community representatives are offered fair compensation for their time and efforts;
- 3.1.7. Support new to Canada students and families using resources provided by the Welcome centre, and;
- 3.1.8. Provide annual updates on its anti-racism work as part of its public reporting processes.

#### 4. Accountability & Measures of Success:

##### 4.1. The district will:

- 4.1.1. Develop a list of measures that will be used to assess performance and progress of implementation of this administrative procedure on an annual basis. This can include employee evaluation measures, satisfaction surveys, reports on incidents of racism, curricular reviews, training, student attendance, achievement data, school disciplinary measures, office visits, celebratory events held and other relevant activities;
- 4.1.2. Annually survey students about their feelings of safety and belonging;
- 4.1.3. Encourage students to report issues of racism and exclusion in a culturally safe, trauma-informed manner;
- 4.1.4. Identify ways in which to disaggregate race-based data, consistent with provincial regulations and laws, so that progress with identified diversity groups can be tracked and reported;
- 4.1.5. Conduct regular school environmental scans that identify how diversity is represented in physical artifacts designed to recognize diverse languages, histories, images, and accomplishments, including school libraries. Annual plans will be maintained to address perceived gaps;

- 4.1.6. Provide training and professional development opportunities about cultural inclusivity, cultural safety, anti-racism, reconciliation and other related anti-racism matters, and;
- 4.1.7. Keep apprised of Human Rights legislation and policies and update administrative procedures to ensure all individuals and groups are granted respect and voice.

## 5. Processes of Restitution:

### 5.1. All district employees, including teachers, staff, school, and district leaders will:

- 5.1.1. Safely intervene or seek help when issues of racism or cultural safety arise;
- 5.1.2. Assist students in identifying someone in their school who they can safely report to and discuss issues of racism or discrimination with;
- 5.1.3. Report racism, discriminatory practices or actions, events or classroom activities which contravene the district's anti-racism policy to their supervisor, who shall also share such reports with the Superintendent's Office;
- 5.1.4. When appropriate, participate in formal and informal processes of reconciliation and restitution, making efforts to demonstrate cultural humility, use trauma-informed responses and demonstrate an openness to diverse worldviews and ways of being;
- 5.1.5. Support district employees charged with assisting and/or leading talking circles created to resolve discriminatory, racist or marginalizing behaviours;
- 5.1.6. Model compassion and encouragement to learners and their families engaged in processes of reconciliation and healing;
- 5.1.7. Support student readiness in developing genuine restitution plans focused on righting wrongs and learning inclusive strategies, and;
- 5.1.8. 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.