

### **ANTI-RACISM, ANTI-DISCRIMINATION, AND CULTURAL SAFETY**

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 District is committed to creating safe, caring inclusive schools where all learners, staff and community members feel their identities are affirmed and valued through education and restorative practices.

Racism exists. Racism is a set of mistaken assumptions, opinions and actions based on the unfounded belief that one group of people, categorized by colour, ancestry or culture, is inherently superior or inferior to another. Racism is often implicit in attitudes; everyday behaviour, policies and practices, and/or values. Racism has profound, adverse social consequences including discrimination, hatred, bullying, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy, physical and mental illness, self-harm and suicide.

The Board has developed this policy in accordance with its Mission, Vision and Values Statements as well as the British Columbia Human Rights Code, the Multiculturalism Act, the B.C. Declaration on the Rights of Indigenous Peoples Act, the Canadian Human Rights Act, Truth and Reconciliation Calls to Action, Bill C-15 An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples, and the Canadian Charter of Rights and Freedom.

#### **Definitions**

**“Anti-racism”** refers to a form of action against racial hatred, bias, systemic racism, and the oppression of marginalized groups. Anti-racism is usually structured around conscious efforts and deliberate actions to provide equitable opportunities for all people on an individual and systemic level.

**“Anti-Discrimination”** refers to acts that are opposed to or intended to prevent discrimination (unfair treatment of someone because of their sex, race, age, gender, socio-economic, etc.)

**“Cultural Safety”** recognizes and strives to address power imbalances pervasive and inherent in society. It results in anti-racist environments, where everyone feels safe and a sense of belonging. We must actively honour the lived experiences of our diverse students, staff, and community members, including economic, religious, linguistic, sexual orientation and gender identity (SOGI), and other intersectional factors. This action requires self-reflection, examination of our privilege, our bias, and our behaviour.

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### Regulations

1. The Board is responsible for providing an education system that is a safe, welcoming environment free from racism, discrimination, harassment, and violence and that is inclusive and affirming for all students, staff and community members.
2. The Board recognizes and values diversity and celebrates diversity within its school communities and believes that each individual contributes to the richness of the school district's culture.
3. The Board recognizes that some students, staff and other school community members experience a unique set of challenges within schools and communities, including being targets of racism by virtue of visible and less visible perceived differences in race, skin colour, ancestry, ethnicity and/or culture.
4. The Board recognizes that racism in all of its forms is harmful not only to those directly affected, but also to all students, staff, families and community members.
5. The Board expects each member of the school district community to work to eliminate racism and to address the effects of historic, organizational, systemic and attitudinal racism by:
  - 5.1. Ensuring knowledge and awareness of this policy
  - 5.2. Committing to equity and inclusion in all contexts, activities and places;
  - 5.3. Ensuring commitments to Reconciliation and Indigenization are incorporated into our shared responsibilities and accountabilities.
  - 5.4. Participating in required annual training for all employees to enhance their awareness and competence in working effectively with people of diverse backgrounds. Through participation in Professional Development, all staff share the collective professional responsibility of creating safe, supportive, and inclusive learning environments for individuals of diverse racial, cultural, gender, socio-economic and ethnic backgrounds.
  - 5.5. For the purpose of curricular and extra-curricular, not knowingly admitting to the school, classroom or building any group or individual who does not adhere to this policy.
  - 5.6. A formal acknowledgement of the ancestral lands of the Lheidli T'enneh First Nation, McLeod Lake Indian Band and the Simpcw First Nation whose lands we live, work and plan is expected to be at the start of any important function, such as a school assembly, awards night, graduation, a celebration including Indigenous communities or at an important meeting or presentation (e.g. beginning of school board meetings).

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- 5.7. Ensuring that cultural competencies, diverse knowledge and ways of being are embedded within activities undertaken to support this anti-racism policy.
  - 5.8. Ensuring accountability and measures of success in implementing this policy are developed and fully integrated into public and ongoing reporting mechanisms.
  - 5.9. Ensuring trauma-informed practices, reconciliation, cultural humility and restorative justice are core features of all approaches to personal and collective forms of learning about anti-racism.
  - 5.10. Celebrating, recognizing and honouring all diverse identities as a means of instilling pride in all who are a part of the school district community.
  - 5.11. Through developmentally appropriate ways, becoming aware of privilege, bias, prejudice, stereotyping, discrimination and racism in all forms, and by making connections to the Personal and Social Core Competencies;
  - 5.12. Learning about how to act, directly or as bystander, against all forms of racism and hate crime;
  - 5.13. Developing cross-cultural interactions to create understanding, show respect for, and to celebrate racial, ethnic and cultural identity.
6. For the purpose of being responsive and current this policy will be reviewed on an annual basis.

**References:** Policy 5131 District Code of Conduct  
Policy 24 Indigenous Racial Reconciliation  
British Columbia Human Rights Code,  
*Multiculturalism Act*,  
*B.C. Declaration on the Rights of Indigenous Peoples Act*,  
*Canadian Human Rights Act*,  
Truth and Reconciliation Calls to Action  
Bill C-15 An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples,  
Canadian Charter of Rights and Freedom

Related Administrative Procedures:

170 Anti-Racism, Anti-Discrimination, Cultural Safety and Indigenous Racial Reconciliation  
202 Multicultural Recognition

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