

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

*Management
Guideline* Anti-Racism

106

Board Admin Approved:
August 26, 2024

Reviewed:

Review by: December 2029

1.0 GENERAL

Superior-Greenstone District School Board (SGDSB) is committed to creating and maintaining harmonious learning and work environments, and equitable outcomes for all students in accordance with the Canadian Charter of Rights and Freedoms, Ontario Human Rights Code, Calls to Action from the Truth and Reconciliation Commission of Canada, and the United Nations Declaration of Rights of Indigenous Peoples. Every student, employee, parent, community member and Trustee has the right to freedom from discrimination or harassment because of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age, ability, or socio-economic status.

SGDSB recognizes the need for specific action on racism in the school board and in Northwestern Ontario. Efforts to combat racism will prioritize the voices, experiences, and well-being of those who have been historically and presently marginalized by our system. Anti-racism work aims to affirm the identity and celebrate the experiences of Indigenous and racialized students, staff, and community members.

2.0 DATA COLLECTION & USAGE

2.1 Demographic Data Collection to Support Anti-Racism

All data collection which takes place at SGDSB should endeavor to include some questions about the demographics of the respondent, provided it will not be used in a manner which can identify the respondent or create adverse impact.

Where demographic data is collected, respondents shall be made aware of the purpose of the data collection, who will have access to the raw data, and how the refined data will be shared or used.

If data does highlight a disparity in experience or performance of a particular demographic group, the SGDSB shall consult with Board partners to develop a way to best present the data without causing adverse harm.

2.2 Regular Demographic Data Collection

In accordance with the Anti-Racism Act (2017) and the direction of the Ontario Ministry of Education, the SGDSB will participate in specific demographic data collection on a 3-year cycle.

3.0 ADDRESSING AND REPORTING CONCERNS OF RACISM

Using the guiding principles outlined in Policy 106 – Anti-Racism, it is the expectation that all members of the SGDSB carefully consider allegations of racism and the impacts that may be felt beyond those immediately involved. Allegations of racism shall be investigated using the provisions outlined in Policy 717 – Workplace Harassment & Human Rights (for employee concerns) or Policy 520 – Student Code of Conduct. Additionally, the Board will investigate allegations of racism or discrimination that are brought forward through community partner-led reporting systems.

Appendix A – Language Intervention (attached)

The second document listed in the appendices is meant to provide staff with a model to intervene when comments which may be perceived as discriminatory or racially motivated arise.

4.0 Policy & Program Development (Appendix B)

The Reflective Questioning Model aims to create conversations about adverse impact that new policy or programs may have on racialized students, families, employees, and community members.

It is the expectation of the SGDSB that all employees responsible for policy or program development utilize this resource to alleviate concerns of adverse impacts.

5.0 Action Plan

Anti-Racism and Anti-Oppression Work are continually ongoing endeavors which require deliberate planning and action. To achieve this within the SGDSB, Policy 106 – Anti-Racism and Policy 105 – Truth and Reconciliation work in tandem to create a 3-year action plan.

The purpose of the action plan is to:

- Build system support and understanding about the principles of anti-racism, reconciliation, and anti-oppression;
- Provide measurable indicators of success; and
- Ensure accountability for action towards reconciliation, anti-racism, and anti-oppression.

The Action Plan is to be developed in consultation with First Nation Advisory Committees and the Indigenous Education Advisory Committee. This includes participation from 3 Metis councils, 13 First Nation communities, and various tribal councils. Additionally, the Action Plan shall be informed by the data collection from the SGDSB, or partner organizations, where applicable.

Appendix A – Interrupting Racism & Discriminatory Language



The following step-model is to be modelled by employees and students of SGDSB to address discriminatory language.

1. **Stop & Identify** – Interrupt and be explicit about the language that was used.
2. **Explain** – Describe why the language is harmful and indicate what your expectations are for the future.
3. **Support** – Ensure the safety of the individual who experienced discrimination and ensure they feel valued as a part of the school community.
4. **Report** – Document the incident, speak with administration, and expect that administration will follow up.
5. **Accountability** – All staff, students, and members of SGDSB have an obligation to interrupt racism, create inclusive environments, and participate in ongoing learning about anti-racism.



Appendix B – Questioning Model for Policy Development

This questioning model is to be used to help guide policy and program review at SGDSB.

1. What barriers may Indigenous, Black and other racialized communities face as a result of systemic racism in the proposed initiative? What must we do to remove, prevent, and mitigate these systemic barriers in this initiative?
2. Are we meaningfully taking into account the multiple layers of identities and the ways in which they impact the effects of racism and other forms of oppression across the Board; it's organizational culture, policies, practices and services?
3. Does the Board's approach consider both the internal and external changes (individual, interpersonal, systemic) that are required to dismantle racism?
4. How will we engage the voices, knowledge, experience, talent, and expertise of Indigenous, Black and other racialized communities in the development of this initiative? Have we allocated resources to encourage and support engagement? What measures are in place to remove barriers to access and participation?
5. How will we use data to inform decision-making? Are our policies, programs or initiatives informed by the collection and analysis of race disaggregated data?
6. Is the individual and collective responsibility to ensure a safe, inclusive, equitable and representative learning and working environment for Indigenous, Black and racialized communities established in performance measurement of staff, and clearly communicated to everyone?
7. What mechanisms exist for Board students, staff, families, and stakeholders to give feedback on initiatives or raise concerns about racism? Are these mechanisms accessible, transparent and effective?
8. How is the Board providing on-going training across all sites in ways that respond to the varied needs of staff, students, families, and stakeholders?
9. Does this policy, program, initiative enable healing for Indigenous, Black and racialized communities?