

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.

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;
3. 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?