

Administrative Procedure 350 – Anti-Racism and Cultural Safety



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Purpose

To foster anti-racist and culturally safe environments in NLPS.

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.

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.

Procedures:

1. Building and Maintaining Community

NLPS is committed to providing opportunities to develop anti-racist and culturally safe learning communities.

NLPS will ensure that specialized staff, such as Indigenous Education, Settlement Workers in Schools, Cultural and Language Support and Department of Learning Services work collaboratively with members of the school community to provide support according to need.

NLPS will provide opportunities for all community stakeholders to enhance their awareness, knowledge, and understanding of bias, privilege, and racism.

Staff Responsibilities:

- be familiar with NLPS Inclusion Policy and other related Administrative Procedures
- develop appropriate communication strategies to interact with students and families from diverse racial, cultural, and ethnic backgrounds
- protect the privacy of students and families
- safely intervene or seek help when issues of harassment, bullying, intimidation and/or discrimination arise
- model, teach, and enable students to engage in inclusive, respectful practices that are anti-racist and culturally safe
- examine and monitor practices in assessment, evaluation, placement, engagement and tracking of students and implement practices to ensure they are anti-racist and culturally sensitive.

District Responsibilities:

- ensure staff are familiar with NLPS Inclusion Policy and other related Administrative Procedures
- provide opportunities for staff to increase their knowledge and skill in addressing racism and creating culturally safe learning environments
- address racism and discrimination in schools through a code of conduct that is educative, preventative, and restorative understanding of the scope and impact of discrimination against people of diverse race, culture, or ethnicity
- understand the importance of advancing the value of cultural safety
- develop and implement respectful and proactive strategies to support students, staff and community members of all races, cultures, and ethnicities
- work in partnership with the District Parent Advisory Committee (DPAC)
- 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
- ensure that all schools include in their school codes of conduct clear statements reflecting honouring diversity and the commitment to bias, discrimination, and racism free environments
- provide training to all new employees as part of the employee orientation workshops focussing on the NLPS *Inclusion Policy* and procedural guidelines.

2. Honouring Cultural and Linguistic Diversity

NLPS values cultural and linguistic diversity and recognizes the importance of first languages, beliefs, and prior experiences.

NLPS acknowledges that members of our community are not defined by single aspects of identity. We respect and honour the intersectionality that exists.

NLPS is committed to easing the integration of newcomers into our community by creating and maintaining culturally safe environments where parents, guardians and their children feel they belong.

NLPS affirms the importance of multilingualism and will ensure communication strategies to assist and inform parents in their first language as required.

NLPS values culturally responsive instructional practices including first language use.

3. Inclusive and Anti-Racist Curriculum

NLPS recognizes that curriculum must present a global view of society from diverse perspectives that include the experiences and achievements of culturally diverse groups. These perspectives are essential to encourage all students to develop pride in their identity and to value the cultural identities of others.

All students need to see themselves, their lives and the lives of their families positively reflected in the curriculum through resources that honour diversity. Textbooks, storybooks, novels, worksheets, videos, music, and websites are tools to show people with diverse appearances, behaviours and/or interests. It is expected that the curriculum will be taught in a manner that addresses the impact of racism and discrimination and promotes the expectation that students will treat each other respectfully.

Learning Resources:

Resources should be chosen or updated in accordance with AP 223- Selecting Learning Resources. All members of the school community will see themselves included in the language of resources that are:

- inclusive and free from bias and stereotypes
- supportive of equitable access to quality programs for all learners.
- in language that respects the racial, cultural, and ethnic diversity of its communities

4. Staff Development and Learning

NLPS is committed to providing opportunities for all employees to enhance their awareness and competence in working effectively with people of diverse backgrounds. All staff share the collective responsibility of creating safe, supportive, and inclusive learning environments for individuals of diverse racial, cultural, and ethnic backgrounds.

5. Land Acknowledgements

Purpose:

NLPS recognizes that we are on the territories of the Snuneymuxw, Snaw Naw as and Stz'uminus people and wishes to respectfully acknowledge this truth. This protocol is a way of honouring the First Peoples of these lands on which we live, learn and play.

Protocol:

Acknowledgement is expected to be at the start of any important function, such as a school assembly, awards night, graduation, a celebration including Aboriginal communities or at an important meeting or presentation (e.g. beginning of school board meetings).

The host is the person who acknowledges territory; do not ask a guest to acknowledge territory, as it is not their function/event. It is not necessary to have an Indigenous person acknowledge territory.

The wording is flexible and should be done in the most natural and respectful way possible by the speaker, but it is important that the words **traditional**, **ancestral**, and **unceded** are used to recognize that this territory was never conquered in war and that no treaty exists.

Note: The spirit of these words and your sincerity/intention with which they are said means more than the words themselves.

The following acknowledgement has been gifted to the district from Joan Brown, Snuneymuxw Elder.

With great respect and humility, we acknowledge and honour the lands of the Snuneymuxw, Snaw Naw As and Stz'uiminus people. The Snuneymuxw people maintain their profound, unique, and spiritual connection to the land through ageless traditions, teachings, stewardship, and expressions of reciprocity. Please take a moment to honour the territory on which you are standing.

For larger events or ceremonies, it is always respectful and recommended to have a member of the local First Nation, preferably an Elder (Knowledge Keeper), welcome everyone to the territory. A welcome is

different from an acknowledgement of territory. The only people who would give a welcome to a territory are the First Nations people who are from that territory. Protocol requires that the person's knowledge and respect within the community be recognized through an honorarium.

Territories of NLPS schools:

Snuneymuxw: DAC/NDSS, Cedar Secondary, John Barsby, Wellington, Bayview, Brechin, Chase River, Cilaire, Cinnabar Valley, Coal Tyee, Departure Bay, Fairview, Forest Park, Frank J Ney, Gabriola, Georgia Ave., Hammond Bay, Mt. View, North Cedar, Park Ave., Pauline Haarer, Pleasant Valley*, Quarterway, Randerson Ridge, Rock City, , Uplands Park

Snaw Naw As: Seaview, Dover Bay, McGirr, Pleasant Valley*

Stz'uminus: Ladysmith Primary, Ladysmith Intermediate, Ladysmith Secondary, North Oyster

* Cross Boundary

Note: *If you have questions about pronunciation, gifts or amounts of honorariums please contact the NLPS Indigenous Education staff.*

6. District Response:

Media and Community Communication:

When the school district is communicating to the media or community about issues related to racism or discrimination, the school or district will designate a single spokesperson as the key contact. All other district and school staff will direct community members and the media to the designated spokesperson. Protecting the privacy of all students is a top priority. Any violation of confidentiality of information contravenes B.C.'s *Freedom of Information and the Protection of Privacy Act* (FIPPA).

Support for Students:

NLPS is committed to maintaining a safe, inclusive learning environment which actively seeks to support to students diverse racial, cultural, and ethnic backgrounds. All staff employed by or providing services within the district will be educated in the knowledge and skills required to support students of diverse racial, cultural, and ethnic backgrounds. They will be informed about the NLPS Inclusion Policy (2.10) and Procedures including AP 350 – Anti-Racism and Cultural Safety and AP 312 - Harassment, Intimidation, Bullying and Discrimination; and AP 344 - Code of Conduct. School administrators have the primary responsibility for ensuring that all school staff, Parent Advisory Committees, and students are familiar with and understand the content of the Inclusion policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed.

Appropriate Intervention - Responding to Incidents:

Students and other members the NLPS community have the right to expect a respectful and safe school environment free of harassment, intimidation, bullying, discrimination, and racism. In 2007, the Ministry of Education mandated that school districts establish procedures that align with the Ministerial Order M276/07 Code of Conduct. NLPS AP 344 Code of Conduct outlines the safe, caring, and inclusive behaviour guidelines for acceptable student conduct that respects the rights, dignity and diversity of others and promotes civility. Section 3.0 of the procedure outlines the appropriate intervention guidelines that must be educative, preventative and/or restorative in focus and purpose.

Each school must, in consultation with staff, parents and students. establish their own Code of Conduct based on the Ministerial Order and the guidelines outlined in AP 344, including a section on appropriate

intervention. Schools may also refer to AP 312 Harassment, Intimidation, Bullying and Discrimination -1. Complaints, section 3. to guide the decision on the most appropriate intervention.

Students and members of the NLPS community expect that all employees have the duty to intervene in any interactions involving the use of offensive racist or discriminatory language, regardless of the speaker's intention, and to be educative, preventative and restorative in conveying that such comments do not align with the NLPS Inclusion Policy; are prohibited under the B.C. Human Rights Code; and are unacceptable in our educational community.

Students can report incidents of harassment, bullying, intimidation, racism, and discrimination through the Erase Bullying Website. Access to this site is on each school's website and information is available through school administration. Staff can also access information and support needed to respond to, and prevent future incidents of, racism and hate through the Resilience BC Anti-racism Network.

Should an incident potentially contravene the Criminal Code of Canada (hate propaganda, incitement of hatred, wilful promotion of hatred, etc.) the RCMP should be contacted to consult regarding appropriate action.

Nanaimo-Ladysmith Public Schools is committed, with cultural humility, to create safe, caring, inclusive schools where all learners and community members feel their identities are affirmed and valued.