

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Section

Policy Name      Anti-Racism      TBD

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Board Approved: \_\_\_\_\_      Reviewed: \_\_\_\_\_      Review by: December 2029

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## POLICY

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

geographic location serves 13 First Nation communities, 3 Métis Councils with the acknowledgement that individuals from other communities may be attending SGDSB schools. SGDSB also acknowledges that we work closely with various Tribal Councils and the Anishinabek Education System.

Anti-Indigenous Racism in Canada specifically refers to the discrimination, stereotypes, and injustices that Indigenous Peoples face. This form of racism is deeply rooted in the country's history and is a result of longstanding colonial policies and practices, such as the Indian Act and the residential school system.

On the other hand, anti-racism is a broader concept that aims to fight all types of racism, including anti-Indigenous racism. It involves recognizing and addressing both systemic and individual biases that lead to racial inequality. This includes actions against all forms of racism, such as anti-Black racism, anti-Asian racism, and more.

While anti-racism efforts strive to combat all forms of racial discrimination, anti-Indigenous racism focuses on the unique experiences and challenges of Indigenous Peoples due to the historical and ongoing effects of colonization. In other words, anti-Indigenous racism education emphasizes the connection between colonialism and racism in today's context.

It is important to acknowledge that each community has their own unique perspectives and beliefs, and various Indigenous groups reside within these Treaties, Metis council areas, and unceded territories that SGDSB serves. The community perspectives, histories, and colonial impacts made known to us allows SGDSB to better align the educational experience for students and families.

### 2.3 Anti-Racism

Anti-Racism is different from simply "not-being racist". By being anti-racist, we are asking for individuals in our system to go beyond examining their own beliefs around





## Appendix B

### 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.