

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section* BOARD PHILOSOPHY

*Policy Name* Anti-Racism

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*Management Guideline Applies*

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*Board Approved: August 26, 2024*

*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*

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.



school policies and practices which create discriminatory barriers for Indigenous and racialized peoples.

### 3.3 Intersectionality

The impacts of racism and discrimination are felt differently depending on an



## 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.