

ANTIRACISM AND EQUITY

Category	Educational Services		
Subject	Antiracism and Equity		
Adopted	March 2025	Revised	

Policy Statement

ASD-S recognizes the inherent dignity of all individuals and the right to a safe, respectful, and supportive learning and working environment, free from racism, discrimination, and harassment. This policy establishes a framework for promoting racial equity and inclusivity within our schools, and our expectations for identifying, preventing, and addressing all forms of discrimination and racism in ASD-S.

We celebrate the diverse backgrounds of our community and are committed to promoting understanding, respect, and equity for all races, cultures, and ethnicities. This document emphasizes racial and cultural diversity, but the same principles apply to all forms of diversity and inclusivity, such as colour, religion, national or ethnic origin, language group, sexual orientation, gender identity, age, socio-economic situation, neurodiversity, or disability.

This policy applies to all learners and individuals who fulfill a job or role in ASD-S. This includes, but is not limited to all employees, volunteers, and coaches. The policy applies at all times when an individual represents ASD-S in an official or unofficial capacity.

Rationale

This policy will establish what actions ASD-S will accomplish and what principles we will uphold to ensure that race, colour, religion, national or ethnic origin, language group, sexual orientation, gender identity, age, socio-economic situation, neurodiversity, disability, or any other personal attribute is not a predictor or determinate of an employee's or student's experience, success, or advancement in ASD-S.

Purpose

- To establish and maintain safe and inclusive environments, free of racial inequities, discrimination, and bias.
- To ensure curriculum, instruction, and assessment is culturally responsive.
- To ensure the provision of training and professional development for staff on antiracism, cultural awareness, and culturally responsive teaching practices.
- To ensure the collection and review of data related to racial disparities in areas such as student achievement, discipline, and staff diversity, and ensuring policies and practices are data driven, evidence based, and transparent.
- To provide direction on addressing incidents of racism and discrimination.

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Procedures

1. Safety and Inclusivity

- i. ASD-S adheres to the Department of Education and Childhood Development's Policy 703, [Positive Learning and Working Environment](#), and is committed to fostering a positive learning and working environment that is safe, inclusive, respects human rights, celebrates diversity, and addresses discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, language group, sexual orientation, gender identity, age, socio-economic situation, neurodiversity, or disability.

We uphold and act in accordance with the New Brunswick Human Rights Act, the Multiculturalism Act, the Canadian Human Rights Act, and the Canadian Charter of Rights and Freedoms.

- ii. ASD-S will confront racist behaviours, microaggressions, and discriminatory practices, and identify and eliminate systemic barriers that may
 - a. limit the opportunities of racialized employees of mentorship, retention, or promotion, or which impact hiring of racialized individuals.
 - b. limit the opportunities of racialized learners to achieve their highest potential academically, socially, or emotionally.
- iii. ASD-S will take, in good faith, all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. We will base this decision to accommodate on the New Brunswick Human Rights Code criteria of undue hardship and our ability to fulfill our duties under the Education Act. Areas of religious accommodation include but are not limited to: leave of absence for religious holy days; prayer; dietary requirements; religious dress or modesty requirements. *

2. Curriculum and Instruction

- i. Curriculum and instructional materials for all grades will reflect cultural and racial diversity and include a range of perspectives, experiences, and own-voice stories of racialized or historically underrepresented populations. Staff will critically review and select curriculum resources using an antiracist lens and remove, or identify and address, biases or stereotypes. The District will support staff in the selection of appropriate materials and resources that reflect diverse identity groups. See [Appendix E](#), [Appendix F](#), and [Appendix G](#).
- ii. Teaching staff will ensure implicit biases do not impact expectations of a student's capacity to achieve. All learners will have equitable access to rigorous, challenging, and enriching materials and be encouraged to achieve their full academic potential.
- iii. Every student will have equitable access to educational support resources and services.

* For accommodations of learners with a disability, please refer to [Guideline for Accommodating Students with a Disability](#), NB Human Rights Commission; For accommodations based on gender identity or expression, please refer to [Guideline on Gender Identity or Expression](#) NB Human Rights Commission.

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- iv. Opportunities will be provided, in class and during extracurricular activities, to foster respect for cultural and racial diversity, and for learners to engage with people of diverse backgrounds.
- v. Where subject permits, teaching staff will create opportunities for learners to exercise voice and choice in their assignments, so that their learning can be positioned within their lived experience and frames of reference, and content is personally meaningful and relevant to them. This includes creating opportunities for learners to learn about their own heritage, histories, identities, and cultures.
- vi. In alignment with Truth and Reconciliation Commission of Canada's Calls to Action, where subject permits, teaching staff will ensure curriculum reflects Indigenous ways of knowing and learning and content and context, which includes First Nation peoples' history and historical and contemporary contributions to Canada. See [Appendix G](#).
- vii. Teachers will use culturally responsive assessment methods. Examples include offering varied assessment tools, such as presentations, discussions, and group work; ensuring assessments do not make assumptions about prior knowledge or penalize learners who are learning English; and establishing grading and feedback practices that are transparent and free from bias. See [Multilingual Language Learners Curriculum Companion Document](#), in [Appendix E](#).

3. Training and Professional Development

- i. The district will provide ongoing professional development to all staff to enhance their knowledge, awareness, and skills in antiracism, diversity, and inclusion so that all are enabled to model, teach, and engage in antiracist, inclusive, and culturally safe practices.
- ii. The district will provide ongoing professional development to teachers and administrators to enhance their knowledge, awareness, and skills in trauma-informed and culturally responsive teaching and assessment practices, and performance appraisals.
- iii. All staff will be made aware of their professional responsibility to protect learners from racism or discrimination, and how to address or report any such incidents appropriately.

4. Community Engagement

- i. Families will be engaged in conversations about racism and inclusion in schools, priority setting, how to address incidents of racism, and in promoting a culture of respect, belonging, and inclusivity.
- ii. Schools and the District will foster partnerships with community organizations to support antiracism initiatives and multicultural education. We will seek opportunities to expand our outreach efforts to racialized and underrepresented groups.

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- iii. Schools and the District will work to strengthen belonging in the school community by recognizing and addressing barriers such as language and cultural differences, authentic inclusion of racialized families, and creating opportunities to invite all families into our schools.
- iv. ASD-S will ensure the continuation of the ASD-S Antiracism Advisory Committee, which includes staff and community members, to provide input and perspective into District policies, initiatives, and priorities.
 - a. This committee will undertake a yearly review of this Policy to ensure it reflects current best practices in antiracism and continues to align with District and community needs and priorities.

5. Monitoring and Reporting

- i. Schools and the District will collect and review diversity-based data for the purpose of understanding demographics and identifying racial disparities, gaps, trends, or risks in areas such as student achievement, discipline, and staff diversity.
- ii. Data will be collected for use in monitoring, progress reporting, to inform policy and practice, and continuous improvement.
- iii. ASD-S will conduct the High School Racism Survey every two years to capture student experiences and feedback.
- iv. Specific coding and reporting conventions will be established to record incidents of racism in PowerSchool for the purpose of consistency and accuracy.
- v. ASD-S will monitor the implementation of this Policy through various data sources including student success indicators, staff and student surveys, and focus groups.

6. Promotion of Equity and Diversity

- i. Schools and the District will support initiatives, activities, and education that promote antiracism, multiculturalism, diversity, and equity, such as facilitating student summits, multicultural fairs, and committees.
- ii. Schools and the District will recognize that days or months of significance, such as Black History month, Pride month, National Day for Truth and Reconciliation, and holidays, are opportunities to promote diversity in addition to the diversity, equity and inclusion teaching that is embedded in curriculum and instruction every day.
- iii. Schools will support the establishment of student led groups related to antiracism and equity, cultural affinity, or multiculturalism.
- iv. Schools and the District will use formal meetings and events as opportunities to recognize and express gratitude for the local traditional Indigenous homelands by offering a Land Acknowledgement. See [Appendix B](#)

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- v. ASD-S recognizes that smudging and pipe ceremonies are a part of the Indigenous traditional way of life and are therefore welcomed on our premises in connection with Indigenous cultural practices at educational events, meetings, and relevant classroom presentations, in accordance with 2(2) of the [NB Smoke-Free Places Act](#).

7. Identifying and Addressing Incidents of Racism and Discrimination

- i. Individuals who experience or witness acts of racism or discrimination are encouraged to report these incidents immediately to a teacher, school counselor, administrator, or supervisor.
- ii. All district employees, including teachers, school, and District staff will safely intervene or inform their supervisor when witnessing incidents of racism and/or discrimination.
- iii. Teachers and school or district administration will promptly investigate claims of racism and/or discrimination, ensuring sensitivity and, as appropriate, confidentiality.
- iv. Engaging in acts of racism, discrimination, harassment or microaggressions of any kind is a violation of this Policy and will be addressed promptly, appropriately, and consistently. See [Appendix C](#), [Appendix D](#) and [Appendix H](#).
 - a. School staff have the authority and responsibility for taking appropriate action within the scope of their prescribed duties whenever unacceptable behaviour occurs.
 - b. Strategies will vary from student to student. Consequences will be appropriate for the student's stage of development, will be appropriately timed, will reflect the severity of misconduct and, in the case of repeat or chronic behaviour, will take previous interventions into account.
 - c. Where appropriate, restorative practices will be used, aiming to repair relationships and foster understanding. Progressive discipline, depending on the severity of the incident, may include mediation, restorative practices, educational programs on antiracism, and suspension.
 - d. Staff members will seek early involvement of parents/guardians in efforts to support learners in meeting behavioural expectations, understand the impact of their actions, learn to foster respect and inclusivity, and as a source of support for the targeted learner.
 - e. Incidents of racism, discrimination, harassment or microaggressions by or between school staff or volunteers will be dealt with in accordance with New Brunswick Administration Manual *Policy AD-2913 – [Respectful Workplace](#)*, *Policy 701-[Protection of Pupils](#)*, or as per the respective collective agreement.
- v. School staff or District administration will ensure that those who have been targeted are validated, offered support services, and reassured that racism and discrimination are unacceptable and the incident will be addressed.
- vi. School staff or District administration will ensure that those who have been targeted, and/or their family as appropriate, receive follow up from the investigation and are made aware when those responsible have been made accountable. Due to privacy issues, it

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may not be possible to provide details, but they should be made aware when the situation has been addressed.

Appendices

- Appendix A – Glossary of Terms
- Appendix B – Land Acknowledgement
- Appendix C – Responding to Incidents of Hate
- Appendix D – Protocol for Addressing Incidents of Hate and/or Discrimination
- Appendix E – Culturally and Linguistically Inclusive Practices
- Appendix F – Text Selection
- Appendix G - Promoting Inclusive Practices – Self-Assessment Look-fors
- Appendix H – Restorative Education

References

- [ASD-S-356 Multiculturalism and Human Rights](#)
- [Canadian Charter of Rights and Freedoms](#)
- Department of Education and Early Childhood Development [Policy 701 – Policy for the Protection of Pupils](#)
- Department of Education and Early Childhood Development [Policy 703 – Positive Learning and Working Environment](#)
- Department of Education and Early Childhood Development [Policy 322 – Inclusive Education](#)
- New Brunswick Administration Manual [Policy AD-2913 – Respectful Workplace](#)
- [New Brunswick Education Act & Regulations](#)
- [New Brunswick Human Rights Act](#)
- [New Brunswick Smoke-Free Places Act](#)
- N.B.Human Rights Commission, [“Guideline for Accommodating Students with a Disability”](#)
- [Systemic Racism Commissioner’s Final Report 2022](#)
- [Truth and Reconciliation Commission of Canada’s Calls to Action](#)

Appendix A - Glossary

Antiracism

Is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Cognitive bias

A systematic thought process caused by the tendency of the human brain to simplify information processing through a filter of personal and collective experiences. Everyone has biases, as it translates to a brain's inclination to take shortcuts for efficiency. Knowing that a bias exists offers a starting point to shifting ingrained biases.

Culture

Refers to a group's shared set of beliefs, norms and values. It is the totality of what people develop to enable them to adapt to their world, which includes language, gestures, tools, customs and traditions that define their values and organize social interactions. Culture is expressed and reproduced through formal and informal systems of reinforcement. Human beings are not born with culture – they learn and transmit it through language and observation.

Discrimination

An action or a decision that treats a person or a group badly for reasons such as their race, age or disability, or other category protected in Human Rights legislation, either through deliberate intention or unintentionally through its impact.

Diversity

The presence of a variety of unique human dimensions, qualities and characteristics within an individual, group or organization. Diversity includes such factors as age, sex, gender, race, ethnicity, ability, religion, sexual orientation, educational background and expertise, socioeconomic status, and the unique personal characteristics that distinguish us as individuals and groups.

Equity

Recognizing that individuals have different needs and circumstances, and allocating resources and access so that everyone has an opportunity to reach an equal outcome.

Harassment

Engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome.

Inclusion

Inclusion is an ongoing process aimed at ensuring learners' identities, languages, strengths, interests, needs, abilities, and characteristics are recognized and affirmed.

Lived experience

Personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people.

Microaggression

A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized or racialized group.

Race

A socially-constructed identity based on geographic, historical, political, economic, social and cultural factors, as well as physical traits. Race is not intrinsic to human beings, but rather an identity created to establish meaning in a social/economic context.

Racism

Any individual action, or institutional practice which treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination.

Racialized

Groups or individuals who do not identify as or are not categorized by others as white.

Systemic Racism

Also known as institutional racism, refers to the ways that whiteness and white superiority become embedded in policies and processes of an institution, resulting in a system that advantages white people and disadvantages historically underrepresented people.

Restorative practices

An approach to justice that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath of an offence.

Trauma-informed

Being aware of, and taking into consideration, the broad range of potential impacts of adverse experiences and traumas, and building support that is responsive to those impacts.

White supremacy

Term that denotes a system of structural or societal racism which privileges white people over others, regardless of the presence or the absence of racial hatred or prejudice. Also, the unconscious or conscious belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial, cultural, or ethnic groups.

Appendix B – Land Acknowledgment

A land acknowledgement recognizes the Indigenous peoples who were the original inhabitants of a land, and is often shared at the beginning of meetings, events, public gatherings, and in newsletters or email signatures. It reflects our commitment to reconciliation and our responsibility to honor the land on which we learn and work.

Here are two examples of land acknowledgments for ASD-S:

V.1:

The land on which we learn, create, and play in Anglophone School District South is located on the unceded homelands of the Wolastoqewiyik (Wool-us-tuh-gow-eeg), Mi'kmaq (Meeg-mah), and Peskotomuhkatiyik (Bes-guh-doe-moo-got-ee). These homelands and relationships within them are bound by the Treaties of Peace and Friendship that these nations co-created and signed with the British Crown beginning in 1725.

Anglophone School District South is committed to ensuring that all learners and staff learn from Wabanaki knowledges, cultures, and histories so that they can continue to develop capacity for intercultural understanding, empathy, and mutual respect.

In the spirit of peace and friendship, we express gratitude for their history, culture, rights, and traditions and commit to reconciliation through education and honoring those that were here before us.

V.2 Government of NB (2024):

We (I) respectfully acknowledge that New Brunswick is situated on the unceded and unsurrendered territories of the Wolastoqey, Mi'gmaw, and Peskotomuhkati peoples. We seek to repair and rebuild meaningful relationships with Indigenous peoples and honour these lands which hold the hopes of future generations.

Examples are provided here, but it is important to note that a land acknowledgment should not be a hollow gesture or simply performative. In the spirit of reconciliation, a land acknowledgment should be genuine and meaningful. It requires a conscious effort to reflect on the ways in which we have all individually benefitted from the homelands we visit or occupy, and an understanding of that history.

For more information about exploring and developing land acknowledgements, reference these ASD-S Wabanaki resource:

- Land Acknowledgements – [Resource Guide for Teachers](#)
- Land Acknowledgements – [Professional Learning](#)

Appendix C – Responding to Incidents of Hate

[A School's Response to Incidents of Hate](#), from the Department of Education and Early Childhood Development, provides recommended actions to navigate the effective prevention, gathering of information, and response when instances of transphobia, homophobia, racism, discrimination, and hate occurs in your school and community.

Appendix D – Protocol for Addressing Incidents of Hate and/or Discrimination

Pathways to Human Rights Discourse - how educators can respond with equity at the forefront of their response. See following page.

Appendix E – Culturally and Linguistically Inclusive Practices

See [Multilingual Language Learners Curriculum Companion Document](#) for this and many other resources.

Culturally and Linguistically Inclusive Practices

Educators contribute to culturally and linguistically inclusive environments by implementing practices such as the following:

Honour Names	Validate Funds of Knowledge	Value Home Languages	Affirm Identities
Learn the correct pronunciation of learners' names. It can be helpful to ask them, write the name using phonetic spelling, and practise.	E.g., in music class incorporate instruments or music styles from a variety of cultures, or in math class validate learners' use of computational methods learned in their home countries that are not centered in the New Brunswick curriculum.	E.g., include a multilingual chart with key vocabulary represented in the languages spoken in the classroom; include dual language books in the classroom library	Ensure representation of diverse identities using resources such as this culturally inclusive book list .
Examine Biases, Racism, and Discrimination	Apply a Strengths Based Lens	Communicate	Co-create Norms
Examine our own biases. Respond appropriately to issues of discrimination and racism. Be prepared by practicing statements that interrupt bias such as: <i>"I used to think that too, but now I know..."</i> or statements that respond to racism such as: <i>"What you said is actually harmful because..."</i>	Recognize and build on the skills and experiences of culturally and linguistically diverse learners. Get into the habit of replacing deficit-based language such as: "This learner cannot..." with asset-based language such as: "What can this learner do now and how can I help them build on it?"	Consider asking families for their preferred method of communication. If needed, connect with your school's EST-EAL or your district EAL lead/coach to arrange for translation services through their local contacts or through Multilingual Community Interpretation Services (MCIS).	Keep in mind that many of the unwritten rules we consider to be norms vary across cultures. Be sure to include learners by co-creating class norms, teaching, and modelling what you expect even as new learners arrive throughout the year, and by discussing the specifics of what these norms look like to each of us.

Appendix F – Text Selection

The Department of Education and Early Childhood Development has developed tools to support K-12 educators, enhancing the [Guidelines for Selecting Text Across Content Areas](#). These include:

- [Inclusive Text Selection Guidelines by Program Block](#), which provide a systematic method for evaluating text complexity and suitability by considering factors like structure, language, and knowledge demands;
- [Qualitative Analysis Tool](#), which helps educators challenge bias and ensure a diverse and balanced representation of voices in classroom libraries; and
- [Teaching Historical Text](#), offering practical guidelines for engaging, accurate, and inclusive interrogation of historical content. Collectively, these resources empower educators to create a richer, more inclusive educational experience for all learners.
- Help ensure representation of diverse identities using this EECD resource, [culturally inclusive book list](#).

Appendix G - Promoting Inclusive Practices – Self-Assessment Look-fors

The Department of Education and Early Childhood Development has created a Look-for document which includes how to support First Nations, 2SLGBTQI+, and multilingual language learners, newcomers, and racialized students. This document provide examples of standards and best practices in each area and how we can achieve them. Please reach out to our Curriculum or Education Support Services team for more information.

- [Provincial School Improvement Look Fors](#)

Appendix H – Restorative Education

This resource was prepared as a response to a request from principals. It is for middle school students returning to school after having been involved in a racist incident, for the purposes of education prior to reintegration of the student to the classroom.

- [Post-Racist Incident Plan](#)

Recommended accompanying resources:

- Notebook for students to complete this collection of activities in one place.
- Reference book for students: *This Book is Anti-Racist* (T. Jewell & A. Durand)
- Reference book for adults: *What If I Say The Wrong Thing* (V. Myers)
- Anti-Racist Picture Books as a vehicle for discussion of race (ex.: *Race Cars* by J. Devenny)