

DEC Presentation August 2025

Education Support Services
ENDS Policy 2.1



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Strengthen our inclusive system to be anti-racist, affirming, and equitable; To honour diversity and welcome all students.



 Anglophone South School District	POLICY NO. ASD-S-368
Antiracism and Equity	

Category	Educational Services		
Adopted	February 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.

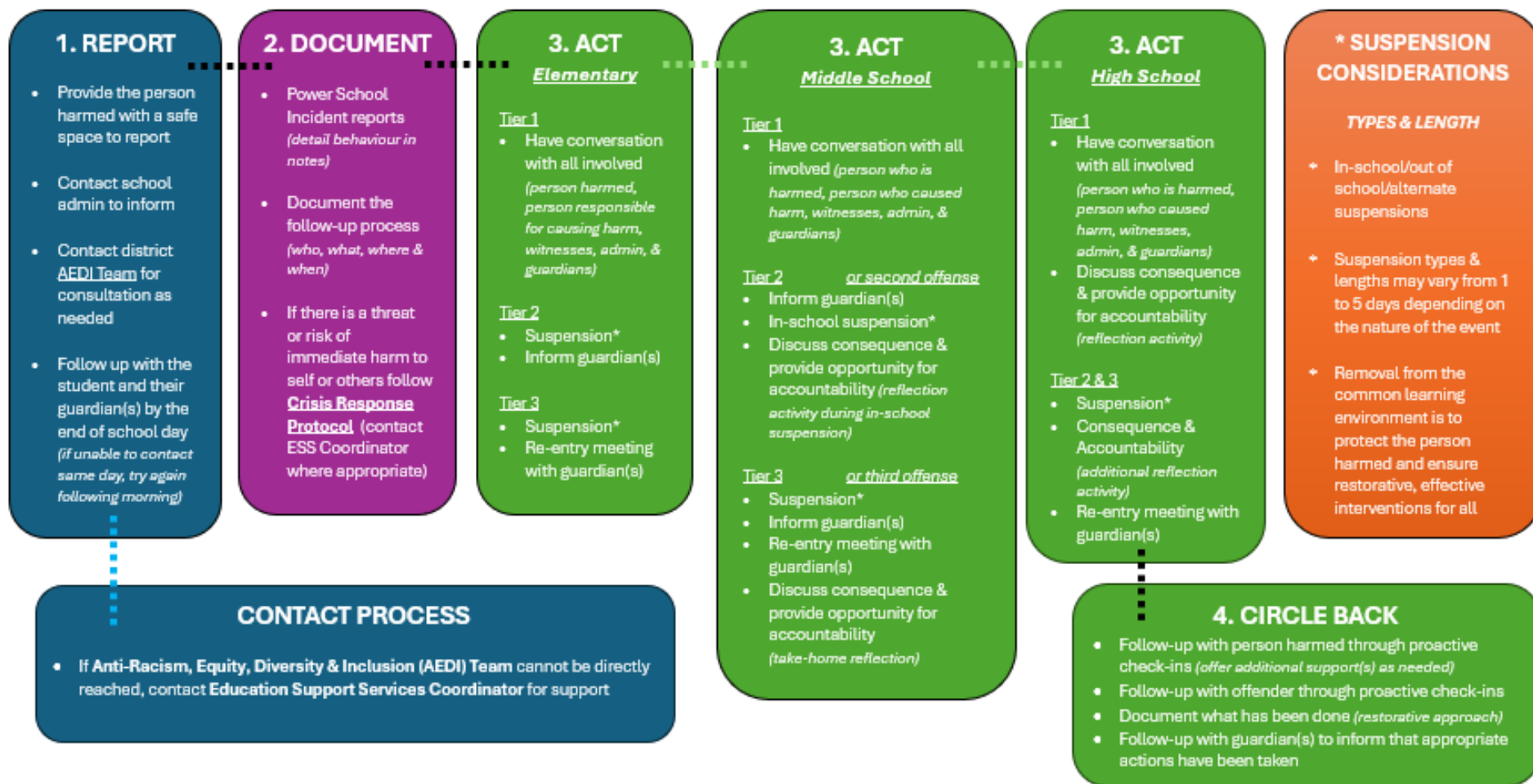
We celebrate the diverse backgrounds of our community and are committed to promoting understanding, respect, and equity for all races, cultures, and ethnicities. This document emphasizes racial and cultural diversity, but the same principles apply to all forms of diversity and inclusivity, such as colour, 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.



Pathways to Human Rights Discourse

how educators can respond with equity at the forefront of their response



This Process Map was developed in collaboration with the NB Intra-provincial JEDI Group.
It is based on Pathways to Human Rights Discourse process map and accompanying resources originally created by Nathaniel Felts & Tracy Landry, and the Anti-Discrimination Advisory Committee in Anglophone East School District (May 2024).
Updated September 2024 for implementation with Anglophone South School District's Anti-Racism Policy.

Pathways to Human Rights Discourse

how educators can respond with equity at the forefront of their response

Tier 1 – Harmful Stereotyping

- Inappropriate cultural references
- Repeated or insistent microaggressions
- Discriminatory comments about traditionally marginalized or excluded groups
e.g. the 2SLGBTQIA+ community, newcomers, racialized people, those with a disability, those with exceptionalities

Example Scenarios

Elementary

A student encourages their peers to say "vinegar" very slowly.

Middle School

A student refers to an indigenous person as a "red apple".

High School

Students touch a Black student's textured hair.

Tier 2 – Repeated Offenses and/or Exclusionary Actions

- Continued use of discriminatory language or actions targeted at an individual or group
- Exclusive behaviour or actions taken against a group or individual based upon race, gender, culture, religion, SOGI, exceptionalities, and more
- Overt discriminatory name calling
e.g. "p*ssy", "sissy", "monkey", "Indian giver"

Example Scenarios

Elementary

A student continually refers to their classmate as "monkey."

Middle School

Students at break / recess continually exclude queer kids from play. They refuse to use the correct pronouns.

High School

A student refers to another as "Indian giver."

A white student wants to sell durags at the school

Tier 3 – Physical Violence, Defacing Property, Targeted Hate Speech

- Acts of physical violence
- Defacing of meaningful symbols
e.g. defacing pride flags/specific country flags, Islamophobic propaganda, antisemitic material
- Use of slurs and/or hate speech
e.g. use of the n-word by white people, Islamophobic language, antisemitic slurs "f*ggot", "c*nt", "n**ger"
- Use of threatening and/or discriminatory gestures & symbols
e.g. swastika, noose, headdress
- Situations that call for Violent Threat Risk Assessment (VTRA) / Assessment of Risk to Others (ARTO)

Example Scenarios

Elementary

A student repeatedly refuses to sit beside classmate who wears hijab.

Middle School

Students take down and deface the pride flag, throwing its remnants in the garbage.

High School

A white student repeatedly uses the N-word, indicating that they have a pass from their Black friend.

Student carves design of a swastika in shop class.

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ASD-S Antiracism & Equity - Appendix page 11



Education Support Services



Antiracism Summit

Tuesday, November 12th, 2024

Meenan's Cove



Education Support Services





Middle Level GSA Day

Meenan's Cove
October 22nd, 2024





ASD~S Pride Week



WHY **Pride** WEEK?

A district-wide Pride Week in the Anglophone South School District (ASD-S) is a meaningful step toward creating safer, more inclusive schools for all learners, from kindergarten to grade 12. While often viewed as an initiative to support 2SLGBTQIA+ students, Pride Week benefits the entire school community by fostering empathy, belonging, and respect. For young learners in K–5, it provides age-appropriate opportunities to explore themes of kindness, family diversity, self-expression, and acceptance—key foundations for social-emotional learning and healthy identity development. For students in grades 6–12, Pride Week affirms identity, strengthens peer and staff support networks, and reduces the stigma that so often contributes to isolation, bullying, and mental health challenges.

LESSON GUIDE **MONDAY**

Celebrating Families Lesson Guide

This lesson will explore the many forms families can take, helping students recognize and celebrate family diversity as a key part of understanding and respecting one another. By highlighting the value of uniqueness in themselves and others, students are encouraged to build a sense of inclusivity, empathy, and belonging in connection with district-wide Pride Week.

Objectives

- Identify different types of families (e.g., single-parent, extended, same-gender parents, foster families).
- Recognize that all families are unique and valuable.
- Discuss the similarities and differences among various family structures.
- Express appreciation and respect for family diversity through creative activities.
- Reflect on their own family experiences and share them respectfully with peers.

Materials

Picture books depicting diverse families (e.g., "The Family Book" by Todd Parr)
Chart paper and markers
Craft materials (construction paper, crayons, scissors, glue)

Lesson Structure



HOW DO WE TEACH TO DIVERSITY?

CELEBRATE DIVERSITY



Promote awareness, acceptance, reconciliation, and inclusion by engaging students in open discussions that explore and respect individual differences. Create a supportive environment where all members of the school community feel safe, valued, and free to express their unique identities.

CREATE A DIVERSE ENVIRONMENT

Diversify classroom and school libraries to reflect a range of cultures, identities, and experiences. Incorporate diverse perspectives across subjects, and use inclusive practices—such as including pronouns in email signatures and ensuring school forms are gender-neutral and inclusive of all caregiver types. Normalize family diversity in everyday classroom and school life. Actively embrace and uplift underrepresented voices by involving groups like the Student Representative Council (SRC), Culture Club, and/or Gender & Sexuality Alliance (GSA) in discussions and decision-making to ensure all identities are seen, heard, and valued.



EDUCATE ON EMPATHY

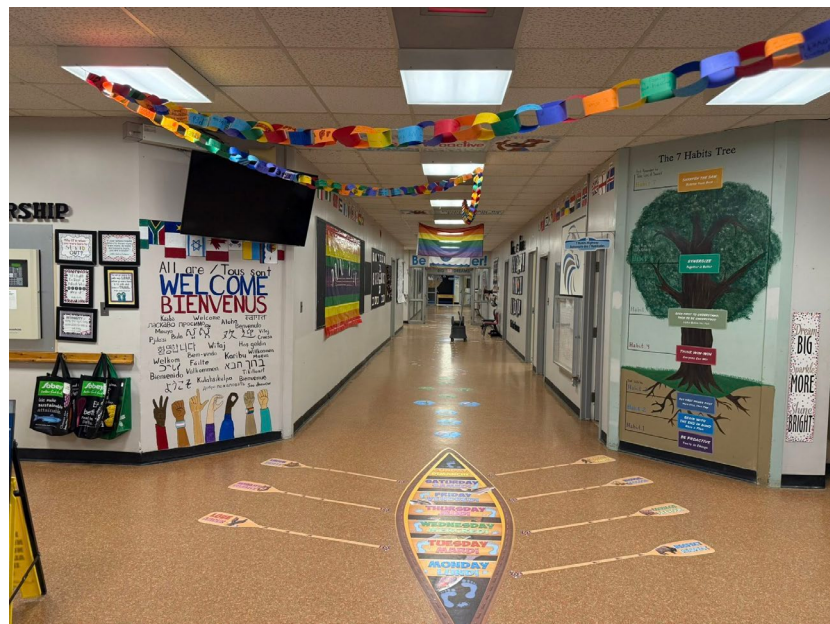
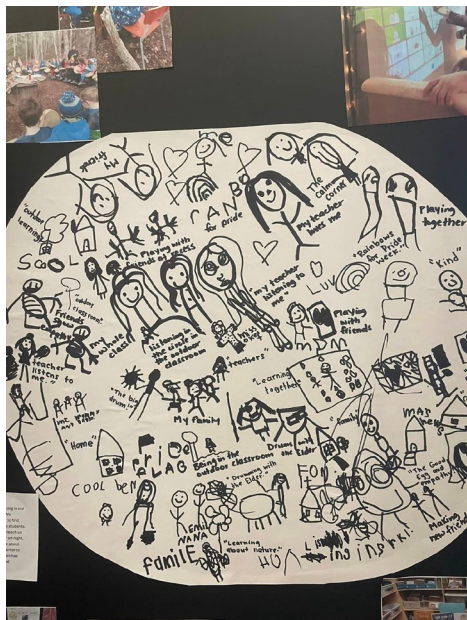


Empathy—the ability to understand and share the feelings of others—is essential for building respectful, inclusive relationships. Encourage students to consider diverse perspectives, experiences, and emotions to deepen their understanding of others. This helps foster a more compassionate and accepting classroom. For more resources on strengthening Social Emotional Learning (SEL), visit [CASEL](#).

BE AWARE OF YOUR OWN BIAS

Regularly reflect on unconscious biases and beliefs to deepen socio-cultural awareness and foster a diverse, inclusive environment. Support student well-being through culturally responsive, trauma-informed practices. Be an upstander—challenge stereotypes, speak out against discrimination, and actively amplify underrepresented voices to promote equity and social justice.







we learned about
empathy yeah

Moving Forward to next year...



Data



2025-2026 School Year

- | | |
|------------------------------|---------------------------|
| • September 23 rd | Equity Summit |
| • October 8 th | 4 th R GSA Day |
| • October 21 st | Middle Level GSA Day |
| • October 2025 | Egale Workshops |
| • October 28 th | Mental Health Youth Forum |
| • November 18 th | Antiracism Summit |



BRIDGING PROGRAM

**“Cultivating a Sense of Belonging and Inclusivity that
Empowers and honours All Learners”**

Presented by Danielle Kidd (ASD-S) and Allison Bent (EECD)



Education Support Services



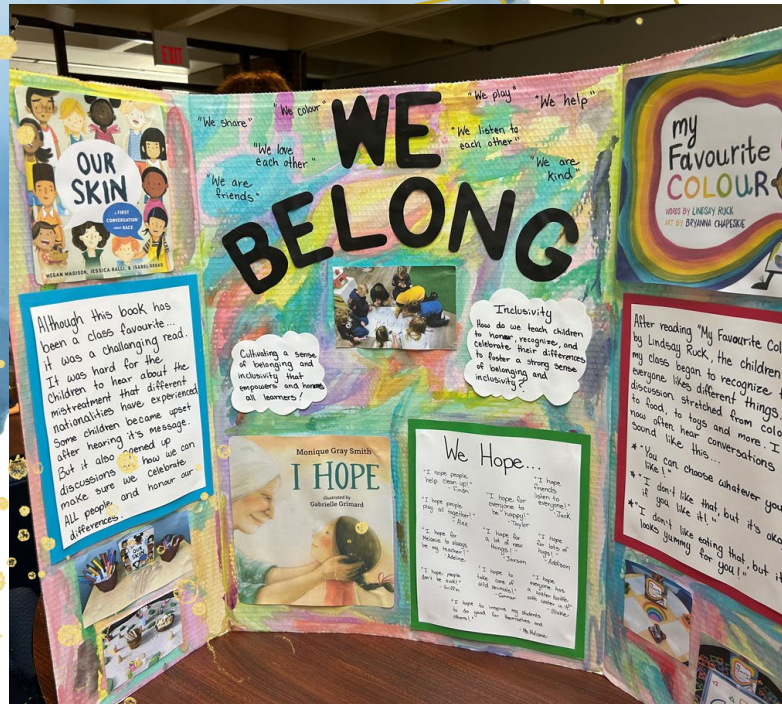
Lissa McNaughton-Dickie, Regional Director of Early Childhood Services

Shonna Martin - Subject Area Coordinator ASD-S

Danielle Kidd - Early Learning Literacy Coach ASD-S

Allison Bent - Early Learning Consultant EECD

WHAT WE KNOW.....



When children and families feel that they don't belong, they will stop engaging in their learning community

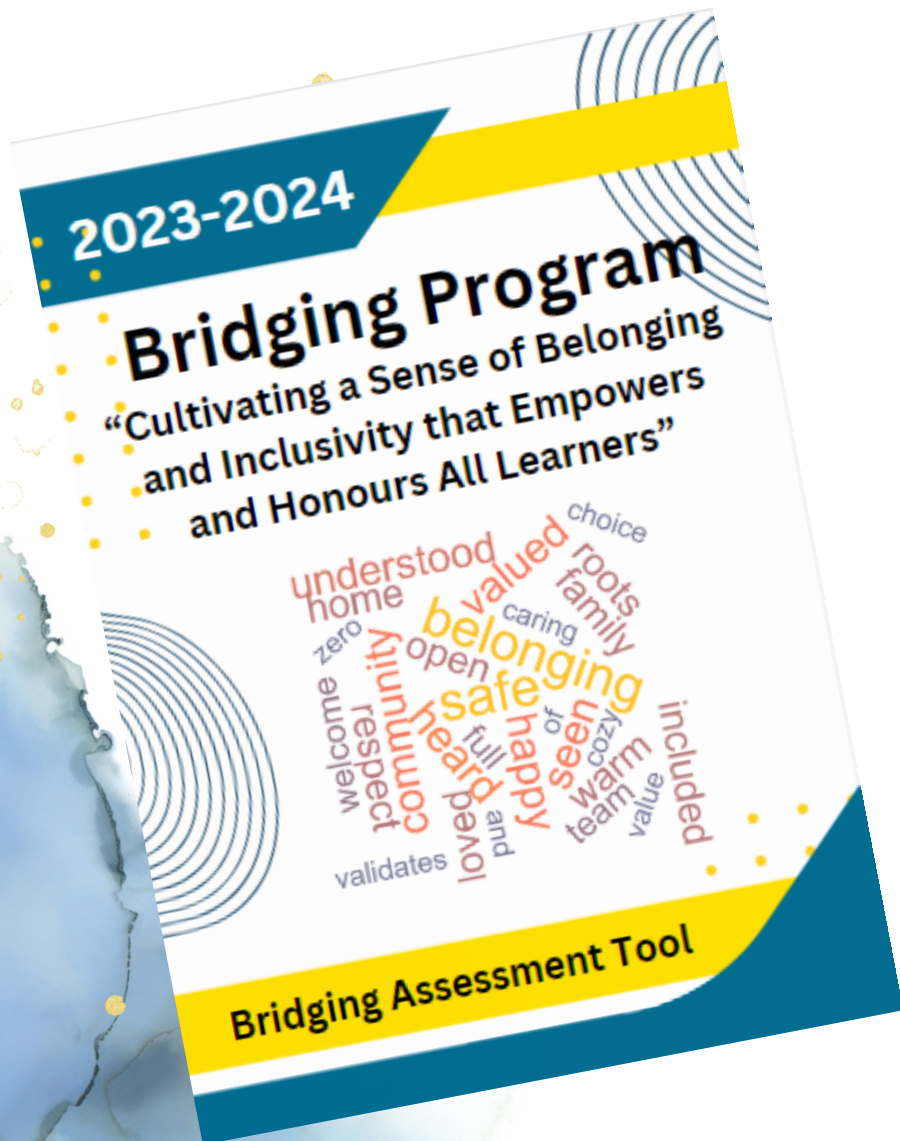
“Belonging is when you feel like the world is cheering you on”

-Kindergarten student



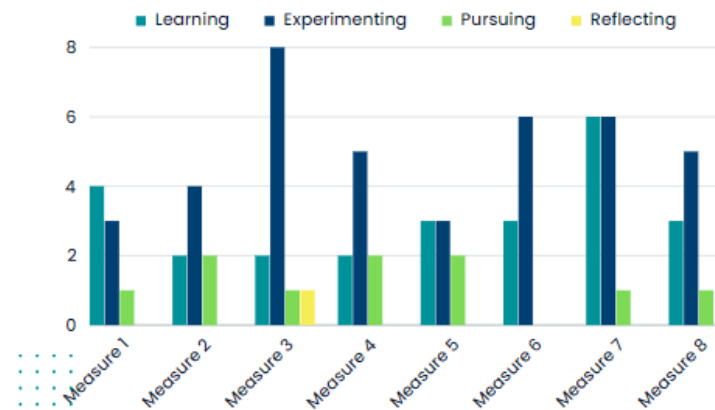
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Creating a Data Tool



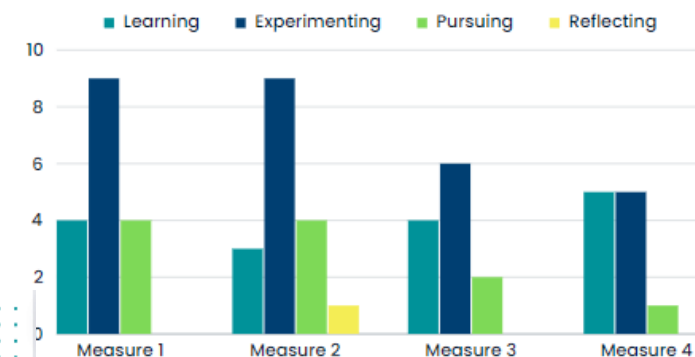
December, 2023

BRIDGING ASSESSMENT TOOL RESULTS Belonging: Allyship



December, 2023

BRIDGING ASSESSMENT TOOL RESULTS Belonging: BIPOC

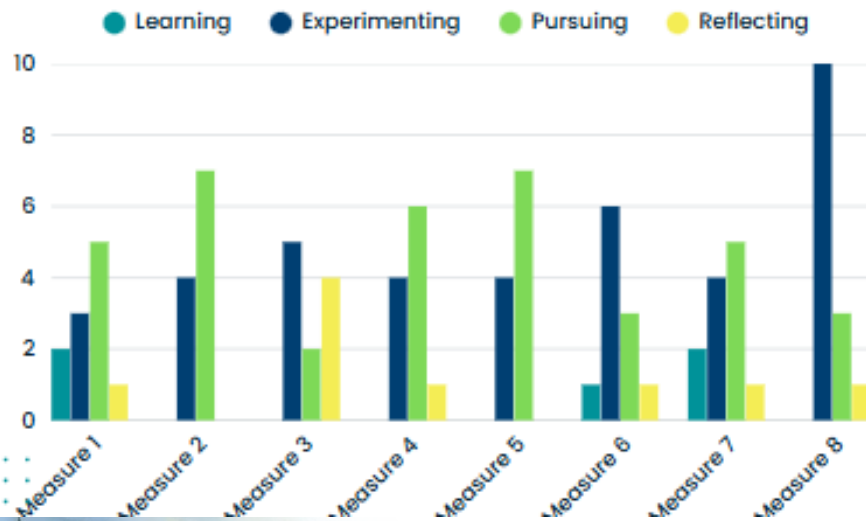


Data Tool Results

October, 2024 Year 2 Participants

BRIDGING ASSESSMENT TOOL RESULTS

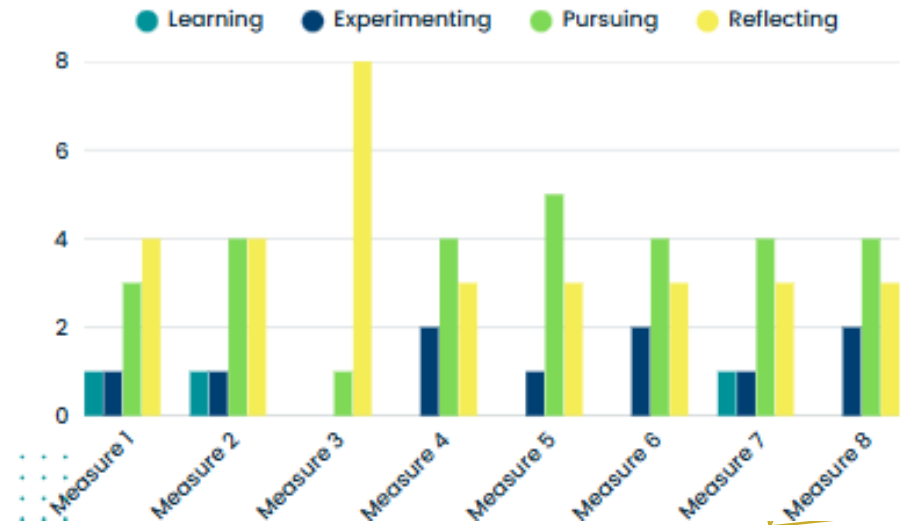
Belonging: Allyship



May, 2025 Year 2

BRIDGING ASSESSMENT TOOL RESULTS

Belonging: Allyship



Connection to the DIP

Belonging

Honour diversity and welcome all learners; every learner feels safe and represented in all Learning environments

Professional Competence

Enhancing instructional practices through coaching and ongoing support; materials/resources tailored to research questions; PL opportunities and guest speakers



Achievement

When children feel a strong sense of belonging in their environments, they are empowered to achieve success

Equity

Strengthen our inclusive system to be anti-racist, affirming and equitable

Educators and Teachers in Action



"Growing Together": A Collaborative Kindergarten Art Project



This art piece is a celebration of diversity, kindness, and the beauty of collaboration. The colour purple symbolizes kindness, empathy, and respect—values that matter more than appearance, size, or shape. Each flower is unique, featuring a variety of shapes, sizes, and skin-tone colours to reflect the beauty of human diversity. "We all look different—we all are different." The project was a true team effort. Every student contributed, and they quickly learned the joy and importance of collaboration. As one child said, "We all did it together! We couldn't have done it on our own."

"Growing Together" is more than just a piece of art—it's a message from our youngest learners about acceptance, unity, and the incredible things we can create when we work together.



Western Indigenous Services





THANK YOU



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