Guidelines

The basis of this anti-racism work is to address many aspects of the school environment including:

1) Governance (policy) – developing and implementing policy to support an inclusive educational environment in Pembina Trails School Division.
2) Curriculum, Learning and Assessment– cultivating and embedding anti-racism practices and principles in curriculum, learning and beyond.
3) Family and Community Engagement – bridging bonds by fostering parent/caregiver and community ties.
4) Personnel (workforce diversity) – cultivating growth, allyship and anti-racism advocacy while enhancing hiring and empowerment of IBPOC staff.
5) Accessibility/Universal Access – continue to remove barriers for people with different abilities across environments (facilities, learning environments, programming, technology).
6) Clinical Services – enhance well-being by focusing on core values and beliefs that all students can learn, in different ways and at different rates.

1) Governance

Develop and implement a comprehensive anti-racism policy that fosters an educational environment that opposes discrimination based on race or ethnicity. We will:

- Celebrate diversity and promote inclusivity at every institutional level, from curriculum implementation to staff recruitment.
- Educate our community, both internally and externally, on the intricacies of racism, its manifestations, and the steps required to counteract it.
- Ensure that every policy, initiative, and action taken within our schools not only meets but exceeds the standards set by national and provincial mandates.
- Collaborate with our community to continually assess, refine, and improve our approach, ensuring that our commitment to Anti-racism remains robust, relevant, and effective.

Accomplish Anything

Adopted	Reviewed	Revised	Page
		BD20240411.1008	1 of 4

By adhering to these principles, we aim to create a division that actively embodies the ideals of equity, inclusivity, and respect, ensuring that every individual, irrespective of their racial or ethnic background, feels valued, heard, and empowered.

2) Curriculum, Learning and Assessment

- Foster an inclusive educational environment where students feel valued, safe, supported, and educated on diverse issues.
- Create mechanisms for ongoing feedback, reporting and enhancing students' sense of belonging and well-being.
- Provide division-wide in-servicing to align staff on anti-racism understanding and the significance of policy implementation for all, especially in the areas of curriculum, teaching and learning, and assessment.
- Conduct training that heightens awareness of stereotyping, bias, prejudice and microaggressions.
- Acquire and have available resources and literature on anti-racism, human rights, and colonization.
- Continue the development of IBPOC student groups to understand their challenges, empower student voice and support their goals and aspirations.

3) Family and Community Engagement

- Strengthen relationships with parents/caregivers and the wider community, fostering collaboration and ensuring a supportive environment for students.
- Organize ongoing opportunities for educators, parents/caregivers, and community leaders to co-create a community and learning environment that reflect local cultural and social contexts.
- Build experiences and programming that enhances a sense of community and gives staff and students first-hand experiences of diverse cultures, experiences and realities including understanding issues of poverty and its impact on academic success and well-being.

Accomplish Anything

Adopted	Reviewed	Revised	Page
		BD20240411.1008	2 of 4

4) Personnel

- Train all staff involved in recruitment and retention processes to recognize and counteract hiring biases.
- Support IBPOC staff aspiring to leadership/administrative roles by providing financial and membership resources.
- Establish a divisional IBPOC Community to empower and uplift IBPOC voices, understand their unique challenges and support their aspirations.
- Facilitate opportunities for staff self-assessment on understanding biases and allyship, integrating this into annual Professional Growth conversations.
- Acquire and provide literature and other resources on Anti-racism, human rights, white privilege, microaggressions, homophobia and colonization among staff.

5) Accessibility/Universal Access

Continue to remove barriers so that all abilities are valued, diversity and independence are celebrated and environments (facilities, learning environments, programming, technology) are accessible.

6) Clinical Services

- Enhance well-being by focusing on core values and beliefs that all students can learn, in different ways and at different rates.
- Clinicians, in collaboration with school teams and families will offer a range of instructional supports for responding to student diversity, including strategies and resources to support differentiated instruction, adaptations, modifications and individualized programming.

Procedures

- Through its Statement of Commitment, the Division commits to providing learning opportunities and resources that create the conditions for providing safe and inclusive spaces for all students and staff.
- The Division will continue to support students, staff and community learning about Anti-racism, equity, and inclusion.
- The Division and schools will continue to implement approved curriculum, as well as learning resources and materials that align with divisional policy including

Accomplish Anything

Policy JIC – Standard of Behaviour, Policy IMB – Teaching about Controversial/Sensitive Issues, Policy AC -   Non-Discrimination, Policy IJ – Instructional Resources and Materials, Policy IJL - Library Materials Selection and Adoption, Policy IFC – Inclusion and Appropriate Educational Programming, Policy JE – Student Attendance and Policy JICAA – Supporting Student Behaviour – Physical Restraint and Seclusion also inform our work.

- As well, associated documents including the Manitoba Human Rights Code, Bill 18 -The Public Schools Amendment Act (Safe and Inclusive Schools), Supporting Transgender and Gender Diverse Students in Manitoba Schools, Safe and Caring Schools-Respect for Human Diversity Policies, MyGSA – A Resource for Equity and Inclusion in Manitoba Schools, Responding to Religious Diversity in Manitoba's Schools, Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement, Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension provide valuable direction and information to staff as they go about their work.
- Pembina Trails School Division will respond to all members of the Pembina Trails community who have questions or request information about Anti-racism, diversity, equity, and inclusion by providing resource materials, information and/or other supports available through school or divisional personnel.

Accomplish Anything