

## **RACE RELATIONS, CROSS CULTURAL UNDERSTANDING, AND HUMAN RIGHTS**

### **GOVERNANCE POLICY**

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#### **1. PRINCIPLES**

- 1.1. The South Shore Regional School Board (SSRSB) believes in, supports, and defends the rights of all school community members under the law.
- 1.2. The Race Relations, Cross Cultural Understanding, and Human Rights (RCH) Policy of SSRSB guides all members of the education community in areas of safety, dignity, and inclusion.
- 1.3. The SSRSB believes that racial, ethnic and/or human rights discrimination, harassment and/or bullying can have a detrimental effect on the places where people live, work, or receive services, even if it is not directed at an individual(s).
- 1.4. This policy applies to all School Board Members, employees, students, and individuals and/or groups working with, or associated with the SSRSB in the education community. This includes other policies, procedures, practices, properties, operations, functions, services, and staff training of, for, or related to the SSRSB, in any capacity and at all times.
- 1.5. The SSRSB recognizes that biases and discrimination exist within our society and are also present within our schools. Because of this, the SSRSB and its schools support an ongoing responsibility to understand and work toward eliminating all forms of bias and discrimination.
- 1.6. Equity, and freedom from discrimination are national ideals, defined and given to all Canadians by the Charter of Rights and Freedoms. The Charter, the Criminal Code of Canada, the Human Rights Act of Nova Scotia, and the Education Act of Nova Scotia encompass these same values and ideals. Acts by any individuals or groups that fail to meet these ideals breach the spirit of this policy and the national vision.
- 1.7. The SSRSB recognizes that all employees are models in the educational process. Positive and authentic learning is brought to the educational experience when all employees reflect the demographic reality of the larger society.
- 1.8. The SSRSB develops and implements policies, procedures, and practices in employment, staff development, program development, and service delivery that advance equity in each and all sectors of the education community.

- 1.9. The SSRSB recognizes that it provides education for a diverse population while respecting and defending the rights of all in the education community to hold their individual values, beliefs, religions, socio-economics and spirituality without fear that they will be discriminated against.
- 1.10. The SSRSB will not tolerate hate crimes, harassment, homophobic acts, or discrimination of any kind, and will vigorously enforce policy and regulations dealing with such matters. The SSRSB shall ensure all complaints under this policy have a timely and appropriate response without fear of reprisal.
- 1.11. The SSRSB supports, believes in, and promotes:
  - 1.11.1. Safe, respectful and welcoming learning environments that advance equity and dignity for all in the education community.
  - 1.11.2. Improved student achievement for all students.
  - 1.11.3. Elimination of barriers that may prevent students, families or communities from being active members of school life.
  - 1.11.4. Community partnerships, which aim to encourage the development of positive relationships and the elimination of all forms of discrimination.
  - 1.11.5. A school system that partners, collaborates and is responsive to the needs of the diverse communities it serves.
  - 1.11.6. Constructive dialogue and equitable practices with partners in the education community and the in the broader community.
  - 1.11.7. The development, support and implementation of curriculum and instructional practices that are inclusive and free from harmful bias for all learners.
  - 1.11.8. The acknowledgement of the value and self-worth of all involved in the education community.
  - 1.11.9. Educational services that value and celebrate diversity, and which generate acceptance and respect; where all involved in the education community have a responsibility to contribute to the creation of such an environment, and have a responsibility to actively support activities which promote such an environment.
  - 1.11.10. Learning environments that affirm a learner's inherent right to dignity, security, and self-worth (Racial Equity Policy, Department of Nova Scotia, March 2002.)
  - 1.11.11. An atmosphere where all individuals have a voice.
  - 1.11.12. A wide variety of learning programs and resources to ensure students encounter an equal representation with unbiased portrayals of all persons and groups within our society, which affirm dignity, security, respect and equity.
  - 1.11.13. Opportunities for all staff to acquire knowledge, skills, attitudes and behaviours to effectively combat all forms of discrimination.
  - 1.11.14. Professional development for all staff in the education community that will affirm and advance the principles and practices outlined in this policy, and which will provide understanding, sensitivity and skills to advance implementation of this policy.
  - 1.11.15. An effective systematic network for communication and awareness around the RCH precepts and good practices.
  - 1.11.16. Effective implementation of the RCH policies and the provincial Racial Equity Policy.

- 1.11.17. Assessment that affirms access and opportunity equity for all students to all aspects of the learning community programs, communication, and services.
- 1.11.18. Respect and value for a learner's first language.
- 1.11.19. Counselling, guidance, and career and personal planning that address a learner's culture, heritage, identity, orientation, experiences, perspectives, background, learning needs, and aspirations.

## **2. POLICY FRAMEWORK**

- 2.1. This policy complies with the Nova Scotia *Education Act* and other related provincial acts and policies.
  - 2.1.1. Provincial *Racial Equity Policy*
  - 2.1.2. Federal and Provincial *Human Rights Acts*
  - 2.1.3. Criminal Code of Canada
  - 2.1.4. Canadian *Charter of Rights and Freedoms*
  - 2.1.5. United Nations *Declaration of Human Rights*
  - 2.1.6. *Principles for Fair Student Assessment Practices for Education in Canada*
  - 2.1.7. Provincial *School Code of Conduct Policy*
  - 2.1.8. Nova Scotia Department of Education *Guidelines for Supporting Transgender and Gender-nonconforming Students*
  - 2.1.9. SSRSB Policy 630: Respectful Workplace Policy
  - 2.1.10. Program planning process: A guide for parents and guardians

## **3. AUTHORIZATION**

- 3.1. The Superintendent is authorized to issue procedures in support of this policy.

**RACE RELATIONS, CROSS-CULTURAL UNDERSTANDING,  
AND HUMAN RIGHTS**

**ADMINISTRATIVE PROCEDURES**

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**1. DEFINITIONS**

- 1.1. **Aboriginal Peoples** include the First Nations, Inuit, and Métis peoples of Canada, as defined by the Canadian Charter of Rights and Freedoms.
- 1.2. **African Canadian** is a person of African heritage who resides in Canada.
- 1.3. **African Nova Scotian** is a person of African heritage who resides in Nova Scotia.
- 1.4. **Anti-Racism Education** is critical pedagogy that places history, race, and inequity of power relations as the central components for discourse and redress (*Racial Equity Policy, Department of Education*).

- 1.5. **Bias** is an opinion, preference, prejudice or inclination formed without reasonable justification, which influences the ability of an individual or group to evaluate a particular situation or resource objectively or accurately.
- 1.6. **Bisexual** is a term generally used to refer to people who are romantically and/or sexually attracted to people of both genders.
- 1.7. **Bullying** means behaviour, typically repeated, that is intended to cause or should be known to cause fear, intimidation, humiliation, distress, or other harm to another person's body, feelings, self-esteem, reputation, or property, and can be direct or indirect, and includes assisting or encouraging the behaviour in any way (*Provincial Code of Conduct*).
- 1.8. **Bystander** is a person who is present when a bullying or other inappropriate activity takes place, and who does not intervene, either directly, or indirectly.
- 1.9. **Community Partnerships** are relationships between institutions and community groups where all the members are equal partners, where the experiences of community members are equally recognized, respected, and valued, and where all community members share in the decision-making process of the institutions (*Racial Equity Policy, Department of Education*).
- 1.10. **Cross Cultural Understanding** means recognizing individual differences while gaining an appreciation, respect and knowledge of other cultures different from one's own.
- 1.11. **Cultural Competency** refers to the willingness and ability of a system to value the importance of culture in the delivery of services to under-served racial/ethnic groups. It also acknowledges the development and continued promotion of skills and practices important in clinical practice, cross-cultural interactions, and systems practices among providers to ensure that services are delivered in a culturally competent manner.
- 1.12. **Culture** is the totality of ideas, beliefs, values, knowledge, perspectives, language, and way of life of a people who share a background based on history, experience, geography, or other factors. Culture is both collective and individual lived experience and consequently may shift and may contain paradoxes, and even oppositional elements (*Racial Equity Policy, Department of Education*).
- 1.13. **Cyberbullying** means any electronic communication through the use of technology including, without limiting the generality of the foregoing, computers, other electronic devices, social networks, text messaging, instant messaging, websites and electronic mail, typically repeated or with continuing effect, that is intended or ought reasonably be expected to cause fear, intimidation, humiliation, distress, or other damage or harm to another person's health, emotional well-being, self-esteem, or reputation, and includes assisting or encouraging such communication in any way (*Provincial Code of Conduct*).
- 1.14. **Discrimination/Discriminatory Behaviours** is any unfair treatment of a person or group based on: age; race; colour; religion; creed; sex; sexual orientation; gender identity; gender expression; physical disability or mental disability; an irrational fear of contracting an illness or disease; ethnic, national or aboriginal origin; family status; marital status; source of income; political belief, affiliation or activity; that individual's association with another individual or class of individuals having characteristics referred to in any of the afore mentioned items (*Nova Scotia Human Rights Act*). Types of discrimination include, but are not limited to:

- 1.14.1.1. **Institutional Discrimination**, backed by institutional power, results in the effects of withholding and limiting access to the rights, freedoms, privileges, opportunities, benefits, and advantages that are available to other members of society (*Racial Equity Policy, Department of Education*).
- 1.14.1.2. **Systemic Discrimination** includes policies, practices, and procedures that have an exclusionary impact on various groups of people with shared identities, including, but not limited to, race, age, disability, and/or gender. Institutional barriers, for example, job postings, hiring procedures, or unrealistic/irrelevant entrance requirements may have an unintentional effect of excluding specific groups (Developed from definition *Racial Equity Policy, Department of Education*).
- 1.15. **Employment Equity** is an approach designed to remove systemic barriers to equality of opportunity in employment by identifying and eliminating discriminatory policies and practices, redressing the effects of historic and continued discrimination, and affirming appropriate representation of designated groups (*Racial Equity Policy, Department of Education*).
- 1.16. **Equitable Environment** is one in which everyone can see, hear, and feel the implementation of equity and where everyone acts according to the principles of equity and social justice (*Racial Equity Policy, Department of Education*).
- 1.17. **Equity** in education refers to the absence of systemic inequality in educational outcomes between social groups who have different levels of advantage or disadvantage because of their age, race, colour, religion, creed, sex, gender, sexual orientation, physical or mental disability, ethnic, national or aboriginal origin, family status, income, or political belief, affiliation or activity.
- 1.18. **Equity Education** is the critical pedagogy around equity concepts, practices and issues.
- 1.19. **Equity Programming** is programming designed to remove barriers to equity by identifying and eliminating discriminatory policies and practices. Such programming is intended both to redress the effects of historic injustice and to prevent inequities (*Racial Equity Policy, Department of Education*).
- 1.20. **Ethnic** is an adjective used to describe groups that share a common language, race, religion, or national origin (*Racial Equity Policy, Department of Education*).
- 1.21. **Ethnocultural Group** is a group of people who share a particular heritage or background. Every Canadian belongs to an ethnic group (*Racial Equity Policy, Department of Education*).
- 1.22. **Evaluation** means a judgment made about the value of information or data (*Racial Equity Policy, Department of Education*).
- 1.23. **First Nations** people are descendants of the original inhabitants of Canada who lived here for many thousands of years before explorers arrived from Europe.
- 1.24. **Gay** is the term referring to a man who is romantically and/or sexually attracted to other men. It is sometimes used to refer to the general LGBTTIQI community, but most often refers to just gay men (*Gay and Lesbian Educators of BC; Resources – Vancouver BC School Board Policies*).
- 1.25. **Gender Expression** is a way in which people present their own sense of gender to society. Your gender identity is what you know yourself to be, and your gender expression is how you present or show your gender to the world and how your gender is understood by the world

(Nova Scotia Department of Education *Guidelines for Supporting Transgender and Gender-nonconforming Students*).

- 1.26. **Gender Identity** is a person's internal sense of being male, female, both, or neither. Gender identity refers to a person's internal experience that cannot be determined by others. A person's gender identity is different from their sexual orientation (Nova Scotia Department of Education *Guidelines for Supporting Transgender and Gender-nonconforming Students*).
- 1.27. **Harassment** is a course of vexatious conduct or comment that is known or ought reasonably to be known to be unwelcome. Harassment includes any objectionable act, comment, joke or display that demeans, belittles, threatens, intimidates or causes personal humiliation or embarrassment. Harassment is a lack of friendliness that is so persistent or intense and individualized that it constitutes shunning. Harassment may be verbal, psychological, physical, written, or electronic (*SSRSB Policy 630: Respectful Workplace*).
- 1.28. **Hate Crime** is a criminal offence committed against a person or property, the motive for which is based in whole or in part upon the victim's race, religion, nationality, ethnic origin, gender, disability or sexual orientation (*Halifax Police Department*). "Communication of statements in any public place" that might incite "hatred against any identifiable group where such an incitement is likely to lead to a breach of the peace" (*Criminal Code, Sections 318, 319*).
- 1.29. **Hate Propaganda** means any writing, sign or visible representation that advocates or promotes genocide or the communication of which by any person would constitute an offence under Section 319, Section 320 *Criminal Code of Canada*.
- 1.30. **Heterosexism** is the belief in the exclusive normalizing of heterosexuality and the expression of this belief in societal institutions and practices that deny, denigrate, or stigmatize non-heterosexual forms of behaviour, identity, relationship, or community. Denying same-sex couples the rights to marry or to receive spousal benefits are examples of practices that are considered "heterosexist" (*Human Rights and Diversity Newsletter, McMaster University, June, 2005*).
- 1.31. **Homophobia** is the irrational fear or hatred of, aversion to, and/or discrimination against someone because of their sexual orientation, which can manifest itself in negative verbal language, prejudicial thinking, or violence directed at the person.
- 1.32. **Homophobic Bullying** is bullying that focuses upon a person's sexual orientation or perceived sexual orientation.
- 1.33. **Homophobic Incident** is an incident of unacceptable behaviour, which is homophobic in nature.
- 1.34. **Human Rights** are the equal and inalienable rights of every person to inherent dignity and equality (*Racial Equity Policy, Department of Education*).
- 1.35. **Identifiable Group** means any section of the public distinguished by colour, race, religion, national or ethnic origin, age, sex, sexual orientation or mental/physical disability (*Criminal Code of Canada: Section 318 (4)*).
- 1.36. **Inclusion** is actions taken to ensure that students, staff, parents and school community members feel they belong, are engaged, and connected through their participation in classrooms, schools, and the school board. Inclusion facilitates the membership, participation, and learning of all students in school programs and activities.

- 1.37. **Indian** is the term formerly used to denote First Nations people. Its use is no longer appropriate to reference First Nations descent.
- 1.38. **Indigenous** means “belonging to”, “native of”, or “first”; therefore, it has long been considered that Canada’s indigenous people are the Aboriginals of this country (*Racial Equity Policy, Department of Education*).
- 1.39. **Instigator** is a person who is responsible for encouraging, provoking, or the carrying out of an inappropriate behaviour.
- 1.40. **Institutional Racism** is an exercise of notions of racial superiority by social institutions through their policies, procedures, practices, and organizational culture and values, either consciously, or unconsciously. Institutional racism results in the unequal treatment of, or discrimination against, individuals, or groups, with non-dominant identities (*Racial Equity Policy, Department of Education*).
- 1.41. **Intersex** refers to persons that are born with a range of natural variations in their sex characteristics that don’t fit the typical definition of male or female, including sexual anatomy, reproductive organs or chromosome patterns.
- 1.42. **Inuit** are people who live near the Arctic. Their homeland stretches from the northeastern tip of Russia across Alaska and northern Canada to parts of Greenland. The name Inuit, which means 'the people' or 'real people', comes from a language called Inuit-Inupiaq. The singular of Inuit is Inuk, which means 'person' (Government of Canada: *Canadian Arctic Profiles*).
- 1.43. **Lesbian:** A woman who is romantically and/or sexually attracted to other women (*Gay and Lesbian Educators of BC; Resources - Vancouver BC School Board Policies*).
- 1.44. **LGBTTTQI** stands for Lesbian, Gay, Bisexual, Transsexual, Transgendered, Two-Spirit, Questioning, and Intersexed.
- 1.45. **Métis** is the term referring to "a person, who self-identifies as Métis, is of historic Métis Nation ancestry, is distinct from other Aboriginal peoples and is accepted by the Métis Nation" (Government of Canada).
- 1.46. **Mi’kmaq** are the First Nations people of Nova Scotia, New Brunswick, Prince Edward Island, and part of Gaspé, Quebec (*Racial Equity Policy, Department of Education*).
- 1.47. **Multicultural Education** includes curriculum and pedagogy that recognizes and values the experiences and contributions of all cultural groups. In Canada, multicultural education seeks the inclusion of all racial and cultural groups that have contributed to the creation of vibrant multiracial, multicultural, multi – linguistic, pluralistic Canada (*Racial Equity Policy, Department of Education*).
- 1.48. **Prejudice** is the process of pre-judging a person or group negatively, usually without adequate evidence or information. Frequently, prejudices are not recognized as false or unsound assumptions. Through repetition they come to be accepted as “common-sense notions” and, when backed up with power, result in acts of discrimination and oppression (*Racial Equity Policy, Department of Education*).
- 1.49. **Questioning** (related to LGBTTTQI) refers to people who are in the process of questioning their sexual orientation (*Gay and Lesbian Educators of BC; Resources-Vancouver BC School Board Policies*).



- 1.50. **Race** is a classification of humankind into groups of people of common ancestry, distinguished by physical characteristics such as skin colour, shape of eyes, hair textures, or facial features (*Racial Equity Policy, Department of Education*).
- 1.51. **Race Relations** are actions taken to promote positive race relations and racial equality by eliminating racism arising from prejudicial attitudes and systematic barriers
- 1.52. **Racial Incident** is a situation of unacceptable behaviour having racially inappropriate components.
- 1.53. **Racism** is prejudice or discrimination stemming from beliefs in superiority and the ability to exert power over a person or a group because of difference of racial, cultural, or ethnic background (*Racial Equity Policy, Department of Education*).
- 1.54. **Racist Behaviour** includes using racial/cultural slurs, engaging in racial/ ethnic name-calling, or actions, or inciting others to use racist language or engage in racist behaviours (*Provincial Code of Conduct*).
- 1.55. **RCH Liaison** refers to the individual at each school site, who is chosen, or who volunteers, to be the individual who makes himself or herself available for receiving and communicating RCH-related information, in order to assist the population at that site in its quest to remain knowledgeable about RCH-related knowledge, issues, developments, etc.
- 1.56. **School Members** refers to students and all adults whose roles or jobs place them in contact with the students in school settings and school activities. School members include students, principals, teachers, parents, staff employed by the school board, other staff engaged to provide services at the school, volunteers, visitors, and any persons who have contact with students and staff (*Provincial School Code of Conduct Policy*).
- 1.57. **Sexual Assault** is any sexual touching or contact without consent as defined by the Criminal Code of Canada (*Provincial School Code of Conduct Policy*).
- 1.58. **Sexual Harassment** is any objectionable, coercive, or irritating comment, communication, action, or attention of a sexual nature that is directed to a person or persons by someone who knows, or ought reasonably to know, that such actions are unwelcome; action or communications with a sexual connotation or component that creates an intimidating, demeaning, or offensive work or school environment, even if it is directed to no person in particular (*Provincial School Code of Conduct Policy*).
- 1.59. **Sexual Misconduct** includes any behaviour of a sexual nature or connotation that is deemed inappropriate or unacceptable at school or during any school-related activity (*Provincial School Code of Conduct Policy*).
- 1.60. **Sexual Orientation** is who we are emotionally or physically attracted to. Everyone has a sexual orientation; some of the most common identities are bisexual, gay, lesbian, queer, and straight (but there are more, like asexual and pansexual). Someone's sexual behaviour does not necessarily tell us about that person's sexual orientation, or vice versa (*Nova Scotia Department of Education Guidelines for Supporting Transgender and Gender-nonconforming Students*).
- 1.61. **Social Class** is a hierarchical social order or society based on wealth, accessed, acquired, exercised, controlled, and maintained through family, occupation, ownership or property/ resources, and financial/political powers (*Racial Equity Policy, Department of Education*).

- 1.62. **Social Justice** is a concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, judicial, institutional, and moral freedoms and responsibility of that society (*Racial Equity Policy, Department of Education*).
- 1.63. **Socioeconomic** is defined as involving social and economic factors (*Racial Equity Policy, Department of Education*).
- 1.64. **Stereotype** is the result of attributing unfounded characteristics of a group to all of its members. Stereotyping exaggerates the uniformity within a group and the differences among groups (*Racial Equity Policy, Department of Education*).
- 1.65. **Transgender and Transsexual** can be used as an umbrella term to include people who overlap (or move beyond) rigid gender definitions, or people whose gender does not conform to social expectations. People can also use transgender as an identity to mean that their gender identity does not match the sex they were assigned at birth (Nova Scotia Department of Education *Guidelines for Supporting Transgender and Gender-nonconforming Students*).
- 1.66. **Two-Spirit** refers to Aboriginal people who identify themselves as two-spirited rather than as bisexual, gay, lesbian, or transgender. Two-spirit implies the embodiment of both masculine and feminine spiritual qualities within the same body (Nova Scotia Department of Education *Guidelines for Supporting Transgender and Gender-nonconforming Students*).

## 2. BULLYING

- 2.1. The SSRSB shall ensure all complaints of bullying have a timely and appropriate response without fear of reprisal.
- 2.2. All incidents identified as bullying, as defined in Section 1, will follow the process outlined under Section 17 of this policy, *Investigation Guidelines for Incident(s)*.

## 3. COMMUNITY RELATIONS

- 3.1. The SSRSB shall:
  - 3.1.1. Engage in outreach and consultation processes with diverse partners.
  - 3.1.2. Promote community connections for the purpose of diversity awareness and dialogue.
  - 3.1.3. Engage community members to actively be a resource to the teaching and learning with respect to the intentions of this policy.

## 4. COUNSELLING

- 4.1. The SSRSB shall:
  - 4.1.1. Expect that all in-service training, professional activities, and acquisition of resources to support direction, delivery and evaluation of guidance and counselling programs reflect and advance equity for all learners.
  - 4.1.2. Identify and prioritize the needs of students from marginalized communities with an emphasis on Aboriginal, Black and visible Ethno-cultural students.
  - 4.1.3. Collaborate with the Department of Education to:

- 4.1.3.1. Provide staff development for all teachers and guidance counsellors to enhance their ability to provide counselling that reflects and enhances equity.
- 4.1.3.2. Support guidance and counselling processes that enable families, learners, and community groups to identify needs for counselling and guidance that are reflective of the community's diversity.
- 4.1.3.3. Encourage educators to be sensitive to diversity cultural issues when consulting with families regarding their child's current educational achievement, progress and future career plans, as well as recognize and address barriers that diverse cultures may face.

## 5. CURRICULUM

### 5.1. The SSRSB shall:

- 5.1.1. Comply with the Public School Program
- 5.1.2. Provide school board members, school administration, teachers, library technicians/ clerks, School Advisory Council members and other staff with training in cultural competence and bias evaluation when and where appropriate to ensure materials and resources are in accordance with this policy, and the provincial Racial Equity Policy.
- 5.1.3. Actively support and encourage the delivery of curriculum by its teachers, which reflects and teaches the precepts of the SSRSB RCH policies and the provincial Racial Equity Policy.
- 5.1.4. Actively support and encourage the sharing of RCH resources
- 5.1.5. Incorporate across all curricula, critical literacy perspectives that empower learners to identify, challenge, and address racial, cultural, and human rights barriers in language usage and text.
- 5.1.6. Consult with appropriate groups, as they relate to this policy, and the provincial Racial Equity Policy in the review and development of support materials to meet curricular outcomes.

### 5.2. Sensitive Issues in the Curriculum

- 5.2.1. The SSRSB recognizes that families, communities and religious groups hold divergent views on the teaching of culturally sensitive ~~such~~ topics within the PSP and will be responsive with instruction in the classroom recognizing the rights, values and beliefs of students and their families.
- 5.2.2. By contacting the school, families may have their child excused from participating in topics where culturally sensitive issues are part of the outcome and/or taught.
  - 5.2.2.1. Students with such permission shall be excused without question.
  - 5.2.2.2. A plan with both the family and school will be created to address the outcome(s) in a culturally responsive way.
  - 5.2.2.3. An alternative program shall be offered to students who are excused from the topic(s).

## **6. ENVIRONMENT & EMPLOYEES**

### **6.1. The SSRSB shall:**

- 6.1.1. Commit to employment practices in each sector that advance affirmative action, and that ensure the staff demographic reflects that of the larger community and society.
- 6.1.2. Ensure that all School Board Members, staff, and students are familiar with the SSRSB Policy 225 and ensure that this is undertaken on an annual basis at orientation sessions.
- 6.1.3. Support an environment where the individual expression of faith by students and staff is accepted and that the expression of faith by students or staff in SSRSB will be neutral or positive in nature.
- 6.1.4. Provide encouragement and opportunities for training for all staff, students, School Board Members, and school advisory councils to develop their knowledge, awareness, and skills in the areas of anti-racism, race relations, cross-cultural understanding, and human rights.
- 6.1.5. Provide encouragement for staff and students to develop and/or identify bias-free materials for educational needs (Nova Scotia. Department Of Education. Racial Equity Policy. March, 2002).
- 6.1.6. Mandate to all administration in the SSRSB, the responsibility of providing leadership and active support of the SSRSB's RCH policy 225.
- 6.1.7. Encourage administration to work in conjunction with school advisory councils to review the equity of resources and opportunities provided at the school, including accessibility to programs, student fees, sports fees, and trip or cultural event fees.
- 6.1.8. Ensure that all materials, and procedures and questions used when interviewing potential staff be consistent with the principles of the SSRSB RCH and provincial Racial Equity Policy.
- 6.1.9. Dedicate a component of professional evaluation and assessment to race, culture and human rights understanding.

## **7. HATE CRIMES AND PROPAGANDA**

- 7.1. Schools shall treat hate crimes in accordance with the Provincial School Code of Conduct and Criminal Code of Canada.
- 7.2. The SSRSB has obligations under the Criminal Code of Canada (Sections 318, and 319), which labels criminal any direction of hate propaganda toward an identifiable group where everyone who, by communicating statements in any public place, incites hatred against any identifiable group when such incitement is likely to lead to a breach of the peace.
- 7.3. For matters covered under the Criminal Code:
  - 7.3.1. In the case where hate propaganda is found, or where employees witness the distribution of hate propaganda, a report will be made immediately to the school principal, who will call the RCMP, or appropriate law enforcement agency, and notify the Superintendent.
    - 7.3.1.1. The material should not be touched, but left for police investigation. The area shall be secured, where possible.

- 7.3.1.2. After consultation with local law enforcement, hate propaganda or other evidence found shall be documented / photographed, and secured. The documentation shall be for school records, and may be used in a criminal investigation.
- 7.3.1.3. In the case where police are involved, employees who witness the distribution of hate propaganda, or who find it on the school site, shall fully cooperate with investigating officers.
- 7.3.1.4. All incidents shall be recorded by the principal and involved witnesses, and the report forwarded to the Superintendent, the Director of Programs and Student Services, and/or the Coordinator of RCH.
- 7.3.1.5. The report shall include a description of the type of hate propaganda, the method of communication, the procedure involved, and actions taken. "Communicating" includes communicating by telephone, broadcasting or other audible or visible means.

## 8. LGBTTTQI

- 8.1. The SSRSB shall encourage all staff to learn to identify and remove discriminatory attitudes and behaviors, work to eliminate the individual and systemic inequities and barriers to learning and acceptance for persons who identify as lesbian, gay, bisexual, transgendered, transsexual, two-spirit, or who are questioning their sexual orientation or gender identity, or are intersexual (LGBTTTQI).
- 8.2. The SSRSB expects the education community and its partners to actively utilize resources in all of its forms to model positive LGBTTTQI equity.
- 8.3. The SSRSB expects administration and leaders to commit to inclusion of related educational processes as a consistent part of professional development and student awareness.
- 8.4. The SSRSB expects administration and educational leaders to commit to listening to LGBTTTQI youth and their designated support groups, and commit to taking concrete actions to make schools safe and equitable with respect for members of the LGBTTTQI community.
- 8.5. The SSRSB is committed to securing available guidance counselors with a skillset and knowledge to support students who identify themselves as LGBTTTQI youth.
- 8.6. The SSRSB shall not condone practices, the premises of which may be to "heal" or change the sexual identity of an individual.
- 8.7. The SSRSB shall support the opportunity to all educator's to be educated in the knowledge and skills required to deal with LGBTTTQI issues with students. SSRSB employees shall be informed of and updated on policies with respect to human rights, anti-homophobia, hate literature, discrimination, and harassment.
- 8.8. The SSRSB supports endeavours that are intended to advance the elimination of homophobic discriminatory acts and will especially support ongoing monitoring of any possible problems and behaviours and solutions-based processes to improve these situations
- 8.9. Staff and administration are expected to be sensitive to LGBTTTQI youth, as well as students from lesbian, gay, bisexual, transgendered, trans-sexual, and two-spirited families.
- 8.10. Schools are encouraged to incorporate needs of LGBTTTQI students in their school policies and in their school improvement plans.

- 8.11. Schools will specifically distinguish and deal with the prohibition of all discriminatory language and behaviour toward LGBTTTQI students.
- 8.12. In accordance with the equity advancements made by the Department of Education, the SSRSB is committed to enabling LGBTTTQI youth to see themselves and their lives reflected in the curriculum. Resources will be chosen and updated in order to promote critical thinking and include materials that accurately reflect the range of Canada's LGBTTTQI communities.
- 8.13. The SSRSB shall support ongoing staff development in education around LGBTTTQI and related issues, and believes in sexual orientation/gender identity equity for all.
- 8.14. The SSRSB shall provide ongoing in-service training in LGBTTTQI related information to enable them to deliver an inclusive curriculum.
- 8.15. The SSRSB shall work to create partnerships that ensure effective participation in the education process and support student programs/groups by representative and inclusive organizations and LGBTTTQI communities.
- 8.16. The SSRSB shall encourage school advisory councils to reflect the diversity of the Region. SACs are encouraged to engage in dialogue with openly identified LGBTTTQI and their support organizations.
- 8.17. The administration in schools and at the regional level shall support teachers and staff in activities undertaken to support and to protect LGBTTTQI members of the educational community.
- 8.18. All incidents that in any way hurtful or harmful to LGBTTTQI individuals or communities shall be addressed in a timely and appropriate manner and will follow the process outlined under Section 16 of this policy.

## **9. LEARNING ENVIRONMENT**

- 9.1. With respect to all programs and services provided by the Department of Education and the SSRSB, the SSRSB shall:
  - 9.1.1. Promote and advance diversity through activities, materials, and resources for use in our education and training system that reflects the principles contained in this policy.
  - 9.1.2. Expect that all SSRSB programs and services provide safe and supportive learning environments and respect the rights of all.
  - 9.1.3. Collaborate with the Department of Education to:
    - 9.1.3.1. Address racial, ethnic, gender identity, sexual orientation, and other human rights harassment, bullying, and other forms of violence, and that they include support for the victims as well as appropriate education and sanctions for the instigators and harassers.
    - 9.1.3.2. Promote equity, respect, and diversity, through ongoing experiences, activities, and events.
    - 9.1.3.3. Implement mandatory training at all levels to enhance the skills of School Board Members and all of its employees to create environments that advance racial, ethnic, identity, sexual orientation, and other human rights equities.

## **10. LEARNER'S FIRST LANGUAGE**

- 10.1. Whereas a learner's first language is an integral part of the learner's racial and cultural identity and valuing a learner's first language contributes to a positive learning environment, for the learner, the SSRSB shall:
- 10.1.1. Collaborate with the Mi'kmaq Services Division to promote and support the preservation and advancement of the Mi'kmaq language.
  - 10.1.2. Value a learner's first language and enable the learner to build on prior linguistic knowledge.
  - 10.1.3. Collaborate with the Department of Education to support training for teachers to implement instructional practices that value students' first languages.

## **11. INSTRUCTIONAL PRACTICES**

- 11.1. The SSRSB, with its designates, shall:
- 11.1.1. Support classroom instructional practices that reflect diverse student backgrounds, experiences, perspectives and learning styles.
  - 11.1.2. Actively select and introduce inclusive curriculum materials
  - 11.1.3. Integrate diverse classroom experiences and learning opportunities from within the learning environment and from within community resources.
  - 11.1.4. Stress the contributions of individuals in Canadian Society with a variety of backgrounds.
  - 11.1.5. Incorporate the principles of anti-discriminatory education
  - 11.1.6. Expect these practices be part of evaluation processes.

## **12. POLICY**

- 12.1. All policies, reviews and drafts of policy will be examined by the Coordinator of RCH or its designate to recommend changes, when appropriate, to ensure culturally inclusive culturally responsive and gender neutral language in accordance with SSRSB Policy 101: Governance Policy

## **13. PROFESSIONAL DEVELOPMENT**

- 13.1. The SSRSB shall:
- 13.1.1. Expect professional development in the area of RCH, equity education, and cultural competencies, and ensure that this is a continued high priority through ongoing programs for all staff.
  - 13.1.2. Expect all staff and School Board Members to pursue opportunities in areas related to RCH and equity education.
  - 13.1.3. Strongly encourage staff and School Board Members to attend conferences, workshops, and seminars related to RCH and equity education.

- 13.1.4. Expect administrators to make concerted efforts to update their staff in the area of curriculum issues related to RCH and equity education, as prescribed by the Department of Education.
- 13.1.5. Encourage Student Success Plan (SSP) goals that integrate RCH and equity education.
- 13.1.6. Provide appropriate material to staff to enhance and inform the aims of this policy.
- 13.1.7. Provide resources to assist schools in supporting students living in poverty.
- 13.1.8. Encourage staff to continue growth to become familiar with learning strategies which promote the aims of this policy.
- 13.1.9. Encourage staff and School Board Members to make ongoing and continuous improvements in use of community agencies as resources to expand their knowledge of diverse populations.
- 13.1.10. Expect that the concepts of this policy be incorporated into teachers' and principals' individual growth plans and reflected in scheduled evaluation.

#### **14. RCH LIAISON**

- 14.1. Each school shall appoint at least one teaching staff member to act as RCH Liaison.
- 14.2. The RCH Liaison, along with the principal shall:
  - 14.2.1. Introduce and/or make aware to the student body the RCH Liaison(s)
  - 14.2.2. Be familiar with the Policy 225 and any policies or acts that support Policy 225
  - 14.2.3. Participate in training sessions organized by the Coordinator of RCH, SSRSB or Department of Education to provide instruction in awareness and skills related to the Policy 225, issues, and principles.
  - 14.2.4. Assist the school in developing programs that reflect the principles and policies of the SSRSB, the Policy 225, and the provincial Racial Equity policy.
  - 14.2.5. Work with school administration and other regional SSRSB staff to secure necessary support resources
  - 14.2.6. Review with the school principal the school's plan for RCH awareness.
  - 14.2.7. Take a leadership role in staff development of awareness and skills surrounding the Policy 225, topics, and tools, such as bias evaluation instruments, cultural competencies, etc.
  - 14.2.8.-Assist in providing suitable educational experiences to students returning to school from suspensions related to RCH offences.
  - 14.2.9. Support the documentation of any incident(s) related to and outlined in policy 225 in collaboration with the school administration and/or RCH Coordinator.

#### **15. INCIDENTS OF RACIAL, CULTURAL AND HUMAN RIGHTS DISCRIMINATION, HARASSMENT AND BULLYING**

- 15.1. The SSRSB shall ensure all complaints of have timely and appropriate response without fear of reprisal.



- 15.2. Schools shall treat incidents of discrimination, harassment and bullying as unacceptable behaviour as identified in the Provincial Code of Conduct and shall follow all such processes outlines within it.
- 15.3. Any questions around a respectful workplace with regards to employees may also be referred to SSRSB Policy 630: Respectful Workplace

## **16. COMPLAINT PROCESS FOR INCIDENTS OF RACIAL, CULTURAL AND HUMAN RIGHTS DISCRIMINATION, HARASSMENT, BULLYING**

- 16.1. Any individual in our school communities can report an incident of racial, ethnic, and/or human rights. All incidents will be looked into in a timely and appropriate manner.
- 16.2. Students and/or family members shall first report the incident to a person with whom they feel comfortable at the school level, such as a staff member, guidance counsellor, RCH Liaison, school administrator, etc.
- 16.3. School employees who have received a complaint shall immediately inform the school administration of the school of the complaint. The school RCH liaison may also be notified within the process and introduced to students involved in an incident.
- 16.4. The school administration shall:
  - 16.4.1. Inform school staff and students, being considerate of age appropriateness, of the RCH policy, its principles and procedures at the start of the school year.
  - 16.4.2. Make Policy 225 available on school websites at the opening of the school year to all students, staff, families, and others within the school community
  - 16.4.3. Make School Advisory Council's (SAC's) aware of Policy 225 at the opening of the school year with respect to racial, ethnic, and human rights discrimination, harassment, bullying.
- 16.5. In responding to a reported incident, the school administration shall
  - 16.5.1. Consider, address, and accommodate the current status and need(s) of the student(s) and or family bringing the complaint forward
  - 16.5.2. Attempt to resolve any complaint for individual(s) bringing the complaint forward.
  - 16.5.3. Be the primary investigator of any incident related to RCH
  - 16.5.4. Investigate, in a timely manner, the complaint following the *Investigation Guidelines in Procedure 17*
  - 16.5.5. For incidents of Sexual Assault and/or Harassment, if the complaint involves a possible criminal offence, the matter must be referred to Department of Community Services and/or will be referred to the appropriate policing authority
  - 16.5.6. Contact the appropriate authorities and/or supports when applicable.
  - 16.5.7. Inform and update the complainant's and the respondent's families where appropriate.
  - 16.5.8. Where appropriate, report the incident and status of investigation to the Superintendent, Director of Programs and Student Services and/or the Coordinator of RCH.
  - 16.5.9. Inform all staff members, students, volunteers, and support persons that all incidents must be reported to the office as soon as they occur. Should an incident occur during an extra-curricular or other school-sponsored activity outside the regular school day, it

- must be reported by the individual responsible for the activity at the commencement of the next school session.
- 16.5.10. Assist in arranging follow-up supports for individuals involved.
  - 16.5.11. Support the victim.
  - 16.5.12. Upon identifying incidents as unacceptable behaviour(s), follow all such processes outlined within the Provincial Code of Conduct including, but not limited to, entering the incident in the incident tracking system, PowerTeacher/PowerSchool.
  - 16.5.13. Complete the attached form, “RCH Complaint/Incident Report”, with copies sent to the RCH Coordinator if an incident is not entered into PowerTeacher/PowerSchool.
- 16.6. In responding to a reported incident, the RCH Coordinator, the Director of Programs and Student Services, the Superintendent or one of their designates, shall:
- 16.6.1. Support the principal, staff, student(s)/families and communities of the school
  - 16.6.2. Along with the school administration, shall:
    - 16.6.2.1. Determine what investigation is needed, how it will be done and by whom it shall be conducted.
    - 16.6.2.2. Support the school staff and administration through such efforts as education processes, support speakers, programs, etc., in agreement with staff and administration.
  - 16.6.3. Support re-integrative education processes for students following RCH-related suspensions.
  - 16.6.4. Support and ensure the reporting and documentation of RCH incidents
- 16.7. In responding to a reported incident, the school RCH Liaison may, along with the administration:
- 16.7.1. Support re-integrative education processes for students following RCH-related incidents with appropriate time allowed during the school day.
  - 16.7.2. Support and/or ensure the documentation of reported RCH incident(s)
  - 16.7.3. Enter the incident in the incident tracking system, PowerTeacher/PowerSchool.
  - 16.7.4. Complete the attached form, “RCH Complaint/Incident Report”, with copies sent to the RCH Coordinator if an incident is not entered into PowerTeacher/PowerSchool.
  - 16.7.5. Send any “RCH Complaint/Incident Report” forms on to the RCH Coordinator
- 16.8. In responding to a reported incident, the school staff:
- 16.8.1. Shall immediately intervene, report and/or document any incident of discrimination, harassment or bullying to the school administration.
  - 16.8.2. Shall enter the incident in the incident tracking system, PowerTeacher/PowerSchool.
  - 16.8.3. If an incident is not entered into PowerTeacher/PowerSchool by the school staff person, they must complete the attached form, “RCH Complaint/Incident Report”, Appendix A with copies sent to the RCH Coordinator and school administration.
  - 16.8.4. Play a proactive role in demonstrating and promoting awareness and respect among all students.
  - 16.8.5. Actively utilize curriculum in all of its forms to model positive respect for the bodies, sexuality and dignity of others.
  - 16.8.6. Ensure that all pedagogical practices promote and support positive race relations, cross-cultural, human rights, and equity understanding/education.

16.8.7. Support the victims of such incidents.

## **17. INVESTIGATION GUIDELINES FOR AN INCIDENT**

- 17.1. Carefully review any complaint submitted by a complainant.
- 17.2. For incidents of Sexual Assault and/or Harassment, if the complaint involves a possible criminal offence, the matter must be referred to Department of Community Services and/or will be referred to the appropriate policing authority
- 17.3. Contact the families where safe and/or appropriate.
- 17.4. If the principal believes that the act(s) contravene the Criminal Code, then the appropriate agency shall be contacted.
- 17.5. The school administration will interview as soon as possible, the:
  - a. complainant
  - b. alleged offender (respondent)
  - c. each witness
  - d. any other relevant person(s)
- 17.5. A record shall be kept of these interviews.
- 17.6. Depending on the information obtained from witnesses and other relevant persons, the investigator may wish to re-interview the complainant or the alleged offender to seek clarification or additional information.
- 17.7. During the interviews, the investigator shall listen carefully, keep an open mind, and pay particular attention to:
  - \* WHO – individuals involved (complainant, alleged offender, witness, etc.)
  - \* WHAT – nature of complaint [sexual advance(s), language, innuendo, etc.]
  - \* WHEN – dates and times [exact, if possible]
  - \* WHERE – location(s) [exact, if possible]
  - \* WHY – the context surrounding the incident
  - \* HOW – did the complainant respond to the alleged offender (negativity, verbal, writing)
- 17.8. The school administration shall reassure the victim that the school is investigating the incident and shall support the victim. The victim may be informed of corresponding outcomes for the instigator, according to SSRSB policy.
- 17.9. School administration shall make arrangements for the emotional and physical safety of the victim.
- 17.10. The school administration shall inform the family of the respondent that their child has admitted responsibility and the consequences/educational action taken as indicated in the Provincial Code of Conduct.
- 17.11. If witnesses are found and support the victim's claim, this is to be considered in determining responsibility.
- 17.12. If no witnesses can be found and the alleged offender refuses to accept responsibility. The school administration shall contact the family of the alleged offender and inform them of the incident. An appropriate response to address the incident will be given

- 17.13. Responses to incidents will be culturally aware and sensitive in order to support individuals and who they are
- 17.14. The school administration shall document any RCH incident in PowerTeacher/PowerSchool. Indicate details, results of investigation, and recommendations for further action are included in this form and will be filled in.
- 17.15. If an incident is not entered into PowerTeacher/PowerSchool, they must complete the attached form, "RCH Complaint/Incident Report", Appendix A with copies sent to the RCH Coordinator.

## **18. DELIVERABLES**

- 18.1. The Coordinator of Race Relations, Cross Cultural Understanding and Human Rights shall present to the Governing Board reports outlining:
  - 18.1.1. RCH incidents bi-yearly
  - 18.1.2. PD sessions provided at the board and school levels
  - 18.1.3. Number of self-identified applicants and hires

## **19. RESPONSIBILITIES**

It shall be the responsibility of the Superintendent to ensure these administrative procedures are followed.

**APPENDIX "A"**  
**RCH Complaint/Incident Report**

Date and Time of Incident: \_\_\_\_\_ School: \_\_\_\_\_

Name of Complainant: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Alleged Offender: \_\_\_\_\_ Grade: \_\_\_\_\_

Nature/Type of Incident: \_\_\_\_\_

Witness(es) to the event: 1. \_\_\_\_\_ Grade: \_\_\_\_\_

2. \_\_\_\_\_ Grade: \_\_\_\_\_

3. \_\_\_\_\_ Grade: \_\_\_\_\_

Name(s) of Person to whom incident was first reported: \_\_\_\_\_

Describe the alleged incident (attach any additional pertinent information, such as behavioural/conduct reports, physical evidence collected, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Corrective/Disciplinary Action(s): \_\_\_\_\_  
\_\_\_\_\_

Educational and Proactive Measures: \_\_\_\_\_  
\_\_\_\_\_

Outline support given/offered to the complainant to deal with emotional feelings (hurt, anger, humiliation, embarrassment, fear of reprisal): \_\_\_\_\_  
\_\_\_\_\_

Was the complaint resolved at the school level to the satisfaction of the complainant and his/her family?

Yes       No      Signature of Complainant: \_\_\_\_\_

Has the school RCH Liaison been informed of/involved in this incident?  Yes  No

Does this Complaint/Incident require further investigation by the RCH Coordinator?  Yes  No

Incident was entered into PowerTeacher/PowerSchool:  Yes  No

Signature of Principal/Designate: \_\_\_\_\_ Date: \_\_\_\_\_

- Copy to:
- RCH Coordinator (original)
  - Director of Programs and Student Services (*e-copy if possible*)
  - Principal (copy)

## APPENDIX “B”

### Sexual Assault Services for Lunenburg and Queens:

#### **Freeman House & Family Service of Western Nova Scotia**

**Contact info:**

Phone: (902) 543-7444

www.fswns.org

**Harbour House** – offers shelter, transportation and a 24/7 toll free support line for safety, comfort and support to women and their children; serving Lunenburg & Queens Counties.

**Contact info:**

Phone: 1-888-543-3999

www.harbour-house.com

**Legal** - Survivors do not have to file a police report to have a medical exam. Forensic evidence from the exam can be stored safely and anonymously for up to five years through a creative and flexible partnership between Nova Scotia Health Authority, **Bridgewater Police Service, and the Queens and Lunenburg Detachments of the RCMP.**

**Contact info:**

Bridgewater Police Services: (902) 543-2464

**Contact info for RCMP:**

Bridgewater: (902) 527-5555

Lunenburg: (902) 634-8674

Queens: (902) 354-5721

Chester: (902) 275-3583

**Medical/Forensic** - 10 specially trained Sexual Assault Nurse Examiners (SANE) at South Shore Regional, Queens General and Fishermen’s Memorial Hospital Emergency Departments offer sensitive, specialized care for victims of sexual assault and intimate partner violence. SANEs are specially trained to tend to the immediate medical needs of victims as well as gather time-sensitive forensic evidence (this option is available to all victims, whether they want to pursue legal charges or not).

**Contact info:**

Phone: Unit # 902-634-7304/ office # 902-634-8801, ext 3244

**Mental Health Crisis Line** – 24 hour, 7 days/week, crisis support and mobile response.

Phone: 1-888-429-8167

**NS Victim Services, Western Region** – Provides a range of services to victims of crime.

Phone: 1-888-543-3999

**Second Story Women's Centre** – Immediate and long term supportive services for women and girls in Lunenburg and Queens Counties.

**Contact info:**

Phone: (902) 640-3044 or 543-1315

[www.sectory.com](http://www.sectory.com)

**Sexual Assault Nurse Examiner Program (SANE)** – Acute medical care and forensic evidence collection. Offered out of Queens General Hospital, Fishermen's Memorial Hospital and South Shore Regional Hospital.

**Contact info:**

Phone: Unit # 902-634-7304/ office # 902-634-8801, ext 3244

**Sexual Assault Services for Lunenburg and Queens -**

**Contact info:**

[www.saslq.ca](http://www.saslq.ca)

**Sexual Health Centre Lunenburg County** – provides information, support and resources on pro-choice pregnancy options, STIs, sexual and reproductive health, sexual assault and consent.

**Contact info:**

Phone: (902) 527-2868

[www.sexualhealthlunenburg.com](http://www.sexualhealthlunenburg.com)

**Supportive – 15 Mental Health and Addictions** staff are available 24/7 to provide support during and after the exam, which can help prevent the longer term effects of trauma. They also make arrangements for ongoing support, trauma-informed counselling, accompaniment, and referrals to other community-based agencies (including Second Story Women's Centre, Harbour House, Sexual Health Centre Lunenburg County and Victim Services).

**Contact info:**

NSHA Western Region MHA Intake line – 902 543-5400

Mental Health Crisis Line – 1-888-429-8167

**Victim Services** – accepts referrals from individuals or agencies at any stage of the criminal justice process, providing case specific info, community referrals, emotional support in relation to the criminal justice process, safety planning, court prep, accompaniment, as well as application to criminal injuries counselling.

**Contact info:**

Victim Services Western Region – 1-888-543-3999

**APPENDIX “C”**  
**SUGGESTIONS FOR STRATEGIES AND ACTIONS TO ADDRESS RCH INCIDENTS**

Category	Examples of Pro-active Strategies	Examples of Possible Actions to Address Incident
<p><b>* Strategies and actions used to address incidents should be culturally responsive.</b></p> <p><b>* Individuals may contact the RCH Coordinator for support</b></p> <p><b>* Strategies &amp; Actions may depend on age, grade, and/or progressive actions with the student(s).</b></p>		
<p><b>Bullying and/or Cyberbullying</b></p>	<ul style="list-style-type: none"> <li>• Review school-generated data on incidents.</li> <li>• Involve students, parents, and other teachers in providing educational programs and opportunities for promoting awareness about various forms of bullying.</li> <li>• Develop consensus among stakeholders about bullying and other unacceptable behaviours. Make the definition and expectations on bullying/cyberbullying public to all of the school community</li> <li>• Provide learning opportunities on appropriate technology use.</li> <li>• Request and use support from the SSRSB Coordinator of Technology</li> <li>• Provide opportunities for ongoing instruction and discussion about bullying and everyone’s role and responsibility to report and intervene in ways to reduce bullying behaviours.</li> <li>• Participate in developing school-wide comprehensive approach to establish anti-bullying strategies within the context of the school code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide measures to support and ensure safety for victim(s)</li> <li>• Create a contract between individuals</li> <li>• Use of restorative circles/approaches</li> <li>• Conference with student and parent/guardian</li> <li>• Involvement of community supports</li> <li>• Loss/suspension of technology</li> <li>• Report incidents to police or appropriate agency, considering developmental level of student(s)</li> <li>• Educational session with student(s)</li> <li>• Involvement/support from the RCH Coordinator, school RCH Liaison and/or Student Support Worker</li> <li>• Creation of a behaviour plan</li> <li>• Other responses in accordance with the Provincial School Code of Conduct Policy</li> </ul>



Category	Examples of Pro-active Strategies	Examples of Possible Actions to Address Incident
<p><b>* Strategies and actions used to address incidents should be culturally responsive.</b></p> <p><b>* Individuals may contact the RCH Coordinator for support</b></p> <p><b>* Strategies &amp; Actions may depend on age, grade, and/or progressive actions with the student(s).</b></p>		
<p><b>Racial and/or Discriminatory Misconduct</b></p>	<ul style="list-style-type: none"> <li>• Review school board’s RCH Policy 225 with school community.</li> <li>• Provide frequent opportunities for instruction and discussion regarding respect and diversity.</li> <li>• Provide learning opportunities throughout the school year about diverse views, beliefs, races, cultures, etc.</li> <li>• Involve RCH Coordinator, RCH liaison and/or Student Support Worker in developing preventative and proactive supports and strategies.</li> <li>• Use community supports to educate students.</li> <li>• Use the RCH Contact list or other community supports to address needs and/or educate students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide measures to support and ensure safety for victim(s)</li> <li>• Conference with student and parent/guardian</li> <li>• Participation in awareness and sensitivity training, appropriate to student’s age</li> <li>• Use of restorative circles/approaches</li> <li>• Involvement/Support from the RCH Coordinator, school RCH Liaison and/or Student Support Worker</li> <li>• Suspension in accordance with the Provincial School Code of Conduct Policy</li> <li>• Involvement of police as warranted, depending on age of student</li> <li>• Other responses in accordance with the Provincial School Code of Conduct Policy</li> </ul>
<p><b>Sexual Harrassment/ Assault</b></p>	<ul style="list-style-type: none"> <li>• Provide instruction and opportunities for discussion regarding examples of sexual harassment and/or assault.</li> <li>• Use the RCH Contact list or involve other community supports to address needs and/or educate within the school community</li> <li>• Involve RCH Coordinator, RCH liaison and/or Student Support Worker in developing preventative and proactive supports and strategies.</li> <li>• Involve student council, School Advisory Council and other student groups in proactive measures to the issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student and parent/guardian</li> <li>• Participation in awareness and education training regarding sexual assault/harassment</li> <li>• Suspension in accordance with the Provincial School Code of Conduct Policy</li> <li>• Reporting of incidents to child welfare authorities and police</li> <li>• Use of restorative circles/approaches</li> <li>• Involvement/Support from the RCH Coordinator, school RCH Liaison and/or Student Support Worker</li> <li>• Other responses in accordance with the Provincial School Code of Conduct Policy</li> </ul>

Category	Examples of Pro-active Strategies	Examples of Possible Actions to Address Incident
<p><b>* Strategies and actions used to address incidents should be culturally responsive.</b></p> <p><b>* Individuals may contact the RCH Coordinator for support</b></p> <p><b>* Strategies &amp; Actions may depend on age, grade, and/or progressive actions with the student(s).</b></p>		
<p><b>LGBTTTQI</b></p>	<ul style="list-style-type: none"> <li>• Promote awareness of student rights and responsibilities, regarding self and others, through the school code of conduct.</li> <li>• Use the RCH Contact list or other community supports to address needs and/or educate students</li> <li>• Involve student council and School Advisory Council to addressing the issue.</li> <li>• Use the Trangender and Gender Non-Conforming Guidelines as a learning tool during staff meetings as a guide to support students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide measures to support and ensure safety for victim(s)</li> <li>• Use of restorative circles/approaches</li> <li>• Involvement/Support from the RCH Coordinator, school RCH Liaison and/or Student Support Worker</li> <li>• Report to police, as appropriate</li> <li>• Conference with student and parent/guardian</li> <li>• Suspension in accordance with the Code of Conduct</li> <li>• Other responses in accordance with the Provincial School Code of Conduct Policy</li> </ul>
<p><b>Verbal Abuse</b></p>	<ul style="list-style-type: none"> <li>• Establish and make public clear guidelines and expectations in the regarding use of language, threats, verbal abuse.</li> <li>• Provide instruction and opportunities for discussion regarding appropriate language.</li> <li>• Use of social stories in classrooms.</li> <li>• Use group work with social norms as part of the expectations</li> <li>• Post appropriate interaction expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of apology</li> <li>• Instruction regarding behavioural expectations</li> <li>• Referral to school counsellor</li> <li>• Conference with students and parents/guardians</li> <li>• Restorative circle/approaches</li> <li>• Social stories</li> <li>• Education session with student(s)</li> <li>• Involvement/support from the RCH Coordinator, school RCH Liaison and/or Student Support Worker</li> <li>• Other responses in accordance with the Provincial School Code of Conduct Policy</li> </ul>