
BRIEFING NOTE

To: Board of Education

Prepared By: Dave Eberwein
Superintendent of Schools

Subject: Administrative Procedure Update

Date: May 8, 2026

BACKGROUND

Policy 14 – Role of Superintendent specifies that the Superintendent is to manage and keep current, all district Administrative Procedures (APs). Specifically, sections 4.2, 4.3 and 4.4 states:

Policy 14.4

- 4.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.*
- 4.3 Appropriately involves individuals and groups in the Administrative Procedures development process.*
- 4.4 Ensures system adherence to Policies and Administrative Procedures.*

Policy 6 – Policy Making and Review indicates that the Superintendent must inform the Board of any new administrative procedure or any substantive change to an existing one, as an information item on a board meeting agenda.

NEW ADMINISTRATIVE PROCEDURE

AP178 – ANTI-RACISM

NEW

- Board *Policy 29 – Diversity & Inclusion* speaks to a shared responsibility of supporting an education system that is safe, welcoming, inclusive and affirming. It acknowledges that the Board will not permit, encourage, or condone any behaviours contrary to a school culture that values and celebrates diversity.
- Strategic Plan Student Voice sessions have been instrumental in providing student views on racism. Students made comments about incidents of discrimination or racism regardless of the agenda topic of the session.
- A working group was struck with representation from the SAA, STA and CUPE which was led by Assistant Superintendent Westhaver. Their focus was to discuss the reality of racism and how the District should continue its efforts on building awareness, education and responses to it.
- This administrative procedure was created in response to this background information and collaboration. It contains language that aligns with expectations of Policy 29, and in addition, describes types of racism, and the expectations for all staff, students and visitors in our schools and at school-sponsored functions.

Respectfully submitted,



Dave Eberwein
Superintendent of Schools

Administrative Procedure 178 – Anti -Racism

Background:

The Saanich School District is committed to identifying and removing barriers to a safe, inclusive learning and working environment, free from racism and discrimination, recognizing that racism whether it be individual, systemic, or institutional harms dignity, well-being and educational success.

The District acknowledges the ongoing impacts of racism on Indigenous, Black, and other racialized groups, and affirms its responsibility to identify and dismantle racist beliefs, practices, and structures. Guided by the B.C. Human Rights Code, the District upholds protections against discrimination based on race, ancestry, colour, place of origin, and related characteristics. Effective anti-racism work requires continual prevention, education, clear reporting pathways, timely interventions, accountability, and support for all those involved, which may include supports for the victim, restorative practices, and any appropriate discipline.

The District supports professional learning that builds staff competence in anti-racism education and best practice when responding to incidences of racism.

This Administrative Procedure applies to all persons at all district sites, school sponsored activities, district transportation, and digital/online spaces where school community is present.

Definitions:

Anti-Racism: Active and intentional work to identify, challenge, prevent, and change values, structures, policies, practices, and behaviours that perpetuate racism.

Microaggressions: Intentional or unintentional actions and communication that express derogatory, biased, hostile, and negative sentiments towards marginalized groups.

- **Micro_assaults** are explicit attacks meant to cause harm.
- **Micro_insults** are subtle remarks rooted in stereotypes.
- **Micro_invalidations** are dismissals of individual experiences.

Racial Incident: Any occurrence, action, or behaviour that is intentional or unintentional that discriminates against, targets, or harms individuals or groups based on perceived and or actual race or ethnicity.

Racism: Prejudice, discrimination, or antagonism directed towards people based on actual or perceived race or ethnicity; racism may be explicit or implicit and may be embedded in systems and institutions.

Restorative Practices: Approaches to bring affected parties together, where appropriate, to address the harm and an agreed upon pathway forward to repair relationships and restore community.

Systemic Racism: Practices and structures that produce inequitable outcomes for racialized groups.

Procedures:

1. Expectations:

- 1.1 The District expects all members of the school community to conduct themselves in ways that support non-discrimination, human rights, and cultural understanding.
- 1.2 Racist language, symbols, behaviours, intimidation, bullying, retaliation, exclusion, microaggressions, or discrimination will not be tolerated.

2. Responsibilities:

- 2.1 The District will support staff in the selection of learning resources that reflect local Indigenous ways of knowing and diverse cultural identity groups.
- 2.2 The Principal will maintain a school climate that supports culturally sustaining pedagogy to promote inclusivity and belonging. This will include timely, trauma informed responses to racist incidents, including supports for all parties involved.
- 2.3 The Principal will review, annually and when necessary, the school code of conduct with students to communicate clear expectations for acceptable responsible behaviour and describe appropriate consequences that include a range of interventions that are preventative and restorative.
- 2.4 All employees have a responsibility to interrupt racist behaviour when witnessed, ensuring that any racist incident involving students or staff is reported to an appropriate authority (e.g. teacher, administrator, or supervisor), and responding in a manner that is timely, trauma informed, and educational. All incidents will be treated with respect and confidentiality consistent with privacy obligations.
- 2.5 School administration may use the [Racist.Incident.Report.Form](#), to document what has been reported by students. This will be shared with the Assistant Superintendent.- Diversity.and.Inclusion.

2.6 Employees who feel they are being subject to racism are encouraged to report their concerns to an administrator, supervisor/manager, or the Director of Human Resources.

2.7 The eReport It tool, available to all students and the community at large, is an alternate mechanism available to report incidents of racism.

3. Process:

3.1 When appropriate, emotionally safe and voluntary Restorative Practices will be encouraged which promote accountability, healing, and anti-racism education.

3.2 Support will be considered for all parties involved, which may include counselling and cultural support.

3.3 The Principal may arrange a meeting with an offending student and their parent/guardian to review the school code of conduct and reinforce the importance of respect for others, self, and the school community.

3.4 Any behaviour deemed to be racist by any person on school district property or at a school-related activity may result in a range of responses proportionate to the nature and seriousness of the incident. In more serious circumstances, responses may include discipline, limits on access, or removal from a school site, in accordance with the School Act and district procedures.

3.5 The Assistant Superintendent, Diversity and Inclusion will track racist incident reports and responses to identify patterns, inform prevention strategies, and strengthen practices.

References: Ministry of Education and Child Care Racism Response Guidelines
Ministry of Education and Child Care K-12 Anti-Racism Action Plan
Ministry of Education and Child Care “Responding to Racist Incidents” Framework
BC Human Rights Code
Policy 29 – Diversity & Inclusion
AP 173 – Safe, Caring & Orderly Schools
AP 350 – District Code of Conduct
AP 403 – Responding to Allegations of Intimidation & Harassment

Approved: May 2026

Racist Incident Report Form

Section A — Information

Date of Report: _____ Time: _____ Location of Interview: _____

Name of Person Harmed: _____ Interviewer Name & Role: _____

Age/Grade (if student): _____ Parent/Guardian & Contact: _____

Support Person Present? Yes No If yes, name/role: _____

Section B — Safety & Well-Being Check

Are you feeling safe at this moment? Yes No Unsure If “no” or “unsure,” please describe:

Section C — Description of the Incident (Person’s Own Words)

Please tell me what happened:

- Where did this happen? _____
- When did this happen? _____
- Who was involved(names/roles) _____

Witnesses. Yes No Not sure

Names (if known): _____

Has this happened to you at school before? Yes No Prefer not to say If yes, describe:

Section D – Intervener Check-in (If applicable)

How are you feeling about what happened and what support do you need?

Section E – Administration Next Steps

- Review Anti-Racism 178 Administration Procedure
- Administration to call home and share incidents with parent/guardian
- Copy of this report sent to Office of Assistant Superintendent, Diversity & Inclusion, through district mail
- Secure original copy in confidential filing system within Principal’s office

Key details:

Supports initiated:

Follow up/next steps:

Name of Parent/Guardian contacted:

Administrator Name: _____ Date: _____

Appendix B: Responding to racist incidents

Supporting the harmed and the harmer

This chart outlines steps to support both parties immediately, during, and after a racist incident, emphasizing healing and accountability. In addressing incidents of racism and hate in schools, it is vital to support both the harmed and the harmer. Accountability for harm must include consequences, but must also include education to promote reflection and growth. Restorative practices, when the harmed is willing, can foster repair and create a safer, more inclusive environment.

STEPS	THE HARMED	THE HARMER
IMMEDIATELY STEPS 1 and 2*	<input type="checkbox"/> Remove from harm <input type="checkbox"/> Provide a safer and supportive space <input type="checkbox"/> Connect student(s) with a trusted adult <input type="checkbox"/> Consult counsellor/provide counselling support <input type="checkbox"/> Listen to understand and believe <input type="checkbox"/> Phone parent(s)/caregiver(s)	<input type="checkbox"/> Remove from the situation <input type="checkbox"/> Connect student with a trusted adult <input type="checkbox"/> Consult counsellor/provide counselling support as needed <input type="checkbox"/> Listen and remain neutral <input type="checkbox"/> Phone parent(s)/caregiver(s) <input type="checkbox"/> Remember: the harmer may have been harmed
	Consider connecting with appropriate community support as needed. (For example, local First Nation community, cultural organizations, 2SLGBTQIA+ organizations)	
DURING STEPS 3 and 4*	<input type="checkbox"/> Allow the harmed to communicate with agency and hold space for their voice and emotions <input type="checkbox"/> Document—take thorough notes. Student(s) should not have to repeat their harmful lived experience <input type="checkbox"/> Listen to understand and believe <input type="checkbox"/> Inquire about online activity <input type="checkbox"/> Preserve privacy	<input type="checkbox"/> Hold supportive space for their perspective of the incident <input type="checkbox"/> Document—take thorough notes <input type="checkbox"/> Listen to understand and remain neutral <input type="checkbox"/> Inquire about online activity <input type="checkbox"/> Share the immediate impact for the harmed with the harmer and their parent(s)/caregiver(s) <input type="checkbox"/> Consider what accountability might look like
AFTER STEPS 5 and 6*	<input type="checkbox"/> Consult and collaborate on a safety plan as needed <input type="checkbox"/> Communicate with the harmed student(s)' parent(s)/caregiver(s) and share supports: <ul style="list-style-type: none"> • Communicate that an appropriate consequence was given—cannot share details <input type="checkbox"/> Inform classroom teachers and appropriate staff to support student safety <input type="checkbox"/> Provide ongoing counselling support as needed <input type="checkbox"/> Check in with the student the next day, in a few days, a week later, a month later, months later (can be through their trusted adult) <input type="checkbox"/> Check in with staff on their awareness of relevant online activity <input type="checkbox"/> When appropriate, invite student(s) to take part in a restorative/healing process	<input type="checkbox"/> Determine appropriate consequence(s) <ul style="list-style-type: none"> • Connect to school/district code of conduct • Consult and collaborate on a safety plan as needed <input type="checkbox"/> Communicate appropriate consequences: <ul style="list-style-type: none"> • To school community members impacted—cannot share details • Connect to the impact on the harmed and the school community <input type="checkbox"/> Meet with parent(s)/caregiver(s) <ul style="list-style-type: none"> • Share consequences and supports • Connect to school/district code of conduct and B.C. Human Rights Code <input type="checkbox"/> Provide ongoing counselling support as needed <input type="checkbox"/> Check in with the student the next day, in a few days, a week later, a month later, months later (can be through their trusted adult) <input type="checkbox"/> Check in with staff on their awareness of relevant activity <input type="checkbox"/> When appropriate, invite student(s) to engage in restorative practice with those negatively impacted/harmed <input type="checkbox"/> Consider providing targeted education and reflection
	Consider connecting with appropriate community support as needed (for example, local First Nation community, cultural organizations, 2SLGBTQIA+ organizations)	

* Refer to the framework in the *Racism Response Guidelines*