

Students

AP 392: Appendix A: Action Pathway: A Guide to Reporting and Responding to Racism and Discrimination in Our Schools

Purpose

The purpose of this guide is to provide direction on responding to and reporting incidents of racism and discrimination in FMPSD schools.

Commitment

All people deserve to experience our schools as places free of racism and discrimination. It is critical that we know about all incidents of racism and discrimination so we can take action to address these incidents and to prevent further incidents from happening. We take these incidents very seriously and take a preventative and restorative-oriented approach.

Responsibilities

Students, families and Community members are encouraged to:

- Support any individual that has been targeted by or witnessed an incident
- Address racism and discrimination as soon as possible if safe to do so
- Report any incidents either through school administration or through the reporting mechanism provided here:
Currently in pilot mode

All staff are responsible for:

- Actively fostering an environment of inclusion and equity to prevent racism and discrimination
- Supporting any individual that has been targeted by or witnessed an incident

- Addressing racism and discrimination as soon as they are aware of the incident
- Reporting any incidents to the principal or superintendent and through the reporting mechanism here:
Currently in pilot mode

Defining the Problem

Bullying: means a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Discrimination: means any practice or behaviour, intentional or not, that has a negative impact on an individual or group due to any of the protected grounds (e.g. gender, race, disability, sexual orientation, etc.) outlined by the Alberta Human Rights Act.

Harassment: Unwelcome, discriminatory conduct or behaviour, or verbal comments that focus on an individual's race, religious belief, ancestry, colour, place of origin, age, gender, family status, marital status, physical disability, mental disability, sexual orientation, or source of income. For purposes of this Administrative Procedure, harassment also includes conduct that disparages, humiliates or harms another person. It may involve abuse of authority but does not include the legitimate exercise of an individual's supervisory or administrative authority.

Harassment is not a relationship of mutual consent. It is any action or repeated behaviour or verbal abuse that is unwelcome or intimidating and denies individual dignity and respect. Workplace harassment may include:

Hate: means any harmful action against a person or property based on their association with a protected ground.

Hate Crime: means a crime committed in full or in part motivation of hate.

Racism: a belief that one group is superior or inferior to others based on their race, colour, place of origin, ancestry, language, accent, name, cultural practices, and/or other attributes related to the foregoing. Racism can be openly displayed in racial "jokes", slurs, exclusionary practices, microaggressions, or hate crimes. Racism can also be more deeply rooted in attitudes, values, ignorance, and stereotypes, which have evolved over time and become a part of systems and institutions. Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism may be experienced at an individual, institutional, or systemic level.

Individual racism: refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly. **Institutional racism:** occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.

Systemic racism: occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

Be an Active Bystander

Assessing Risk

It is important to consider whether it is safe for you to intervene. Each situation is different and the risk to you, the target of the racism/discrimination, and surrounding witnesses must be evaluated. If safe to do so, it is important to speak up in the moment to ensure everyone is aware that the behaviour is not okay. When it is not safe or possible to intervene in the moment, calling for help and/or reporting the incident is important.

Call for Help

If it is not safe or you require further support to address the incident, call for help. If it is an emergency situation, call 911.

Alert the nearest adult or contact a trusted school administrator. This may include:

- Principal
- Counsellor
- School DEI Support Person
- FMPSD DEI Coordinator
- Superintendent

Support the Targeted Individual

Check in on the individual who is the target of racism or discrimination. Engage them in a conversation and create a sense of comfort and allyship. Focus on their well-being by asking them if they are okay, what support they might need, and listening to their desires for next steps. Take steps to ensure their safety and well-being (moving away from the situation, seeking additional support for them, etc.). All staff are responsible for supporting any individual that has been targeted by or witnessed an incident of racism/discrimination.

Act

If it is safe and possible to do so, engage the individual perpetrating racism/discrimination. Interject and clearly assert your disagreement with their statement or behaviour. State how their actions have impacted yourself and those around them. Help the individual reflect on their behaviour, why it is harmful, why they think their actions are acceptable, and how they might do things differently next time. All staff are responsible for addressing racism and discrimination as soon as they are aware of the incident.

Report & Follow Up

Document what occurred and the steps taken. Investigate the situation to fully understand what is happening (reflect on any assumptions you may be making). Report the incident using the reporting mechanism and procedure. All staff must report any incident of racism and discrimination through the reporting mechanism and procedure.

In a timely manner, the staff member, principal, Superintendent or designate will conduct follow up meetings with the involved parties. A progressive disciplinary and restorative approach will be followed whenever appropriate.

Making Mistakes – The CALM Method

C – Centre

Centre and ground yourself. Take a breath. When you are called in, it is about the behaviour not about you as a person so try to not take it personally or let shame take over. Instead, see if you can listen without interrupting or listing reasons why you might have behaved that way. Regardless of your intention, there was a negative impact.

A – Acknowledge

Acknowledge what happened and recognize the impact it had. Apologize without explaining why the behaviour happened nor attempt to excuse the behaviour as unintentional.

L – Learn

Take the time and resources to learn about the impact of the behaviour and linkages to historical and ongoing bias, inequities, and systemic barriers that persist in our society.

M – Move Forward

Commit clearly to specific actions. Say what you are going to do and follow through to do better next time.

Student, Family & Community Guidelines for Responding to Incidents

If it is an emergency situation, call 911.

If safe to do so, speak up in the moment to ensure everyone is aware that the behaviour is not okay.

Support the individual targeted (ask if they are okay, move away from the situation, seek supports)

Alert the nearest adult or contact a trusted school administrator. This may include:

- Principal
- Counsellor
- School DEI Support Person
- FMPSD DEI Coordinator
- Superintendent

Tell an adult at home about what has happened and talk about how you are feeling.

Connect yourself and anyone impacted with resources (see Appendix X).

Document the incident in as much detail as possible including date, description, and names of those involved.

Report the incident here: Currently in pilot mode

Work together with the school to address the incident and take action to prevent further racism and discrimination.

Staff Guidelines for Responding to Incidents

If it is an emergency situation, call 911.

If safe to do so, speak up in the moment to ensure everyone is aware that the behaviour is not okay.

Support the individual targeted (ask if they are okay, move away from the situation, seek supports)

Contact, the principal and/or the Superintendent.

If you have been impacted by the incident, seek support from family, friends, and other mental health and support services.

Document the incident in as much detail as possible including date, description, and names of those involved.

Report the incident here: Currently in pilot mode

Work together with the school to address the incident and take action to prevent further racism and discrimination.

Considerations for Conducting Investigations and Follow Up

Power Dynamics

Consider your position and areas of privilege that might impact how those involved in the incident might interact with you. Consult with the DEI coordinator as needed to provide awareness or other historical and ongoing context to the incident.

Barriers

Consider what barriers that might prevent or impact the ability for those involved to fully participate in the investigation and follow up from the incident. If possible, take measures to mitigate any barriers that are identified. This might include:

- The opportunity for the student, family, or community member to bring in an interpreter, advocate, faith/spiritual guide, or other support person
- Time and space for ceremony prior to the restorative practice
- Hosting follow up meetings and/or the restorative practice in a location where the targeted individual prefers
- Ensure the space chosen for any follow up considers accessibility needs
- Consideration of childcare/caretaking, employment, or any other limitations on time and labour to participate

Confidentiality & Safety

Ensure each individual involved in the incident is spoken to separately and in a private location that is quiet and considerate of any needs of the individual. Listen to their reflections on the incident without interruption and suspend any preconceived ideas and assumptions you might have. Validate the individual's feelings as much as possible. Connect the individual with resources as needed (see Appendix A). Clearly show that you care and are taking the incident seriously.

Staff are required to maintain confidentiality of all personal details of an incident and may only disclose these details to staff directly involved or to report to supervisors involved in the investigation and follow up.

Incident Assessment

IMPACT				
F R E Q U E N C Y		High Impact on targeted individual and/or witnesses was severe	Medium Impact on targeted individual and/or witnesses was moderate	Low Impact on targeted individual and/or witnesses was minimal
	High Repeated and ongoing incidents	Level 1	Level 2	Level 2
	Medium Evidence of repeated incidents	Level 2	Level 2	Level 3
	Low First Incident	Level 3	Level 3	Level 4

Guidelines for Restorative-Based Responses

Level	Description	Lead	Possible Resorative-Based Responses
1	Violence was Involved or Evidence of Harassment	Superintendent or Designate	• Connect with victim services for reporting options • Provide support resources to all involved • Organize a restorative circle or conference • Arrange educational sessions or other restorative efforts • Provide regular updates o process to the targeted individual • Schedule regular check-ins with the offender

2	Intention to Harm or Evidence of Repeated Incidents	Principal	• Provide support resources to all involved • Organize a restorative circle or conference • Arrange educational sessions or other restorative efforts • Provide regular updates on process to the targeted individual • Schedule regular check-ins with the offender
3	Awareness of Harm/Impact	Staff Member	• Provide support resources to all involved • Organize a restorative circle or conference • Arrange educational sessions or other restorative efforts • Provide regular updates on process to the targeted individual • Schedule regular check-ins with the offender
4	Lack of Understanding of Harm/Impact	Staff Member	• Provide support resources to all involved • Arrange educational sessions or other restorative efforts • Provide regular updates on process to the targeted individual • Schedule regular check-ins with the offender

Mechanism for Reporting

If the Incident is an emergency, call 911.

If a someone needs emotional support please refer to Appendix A and/or the following:

- Victim Services – 780-788-4250
- Kids Help Phone – 1-800-668-6868
- SOS Crisis Line – 780-743-HELP (4357)
- Mental Health Help Line – 1-877-303-2642

All people deserve to experience our schools as places free of racism and discrimination. It is critical that we know about all incidents of racism and discrimination so we can take action to address these incidents and to prevent further incidents from happening. We take these incidents very seriously and take a preventative and restorative-oriented approach.

We recognize that some people may not feel comfortable reporting incidents of racism and discrimination. To better support reporting, we encourage the use of the online reporting tool here Currently in pilot mode. The information provided will be used by the appropriate school administrator for action. The more information provided below the more likely we will be able to effectively respond. You may choose to remain anonymous however, this will limit the actions we are able to take and we will not be able to follow up with you for more information or to report on the progress. If you do provide your contact information, we will try to get back to you in 2-3 school days.

Appendix A – Supports

Crisis Supports

- Victim Services – 780-788-4250
- Kids Help Phone – 1-800-668-6868
- SOS Crisis Line – 780-743-HELP (4357)
- Mental Health Help Line – 1-877-303-2642
- Bullying Help Line 1-888-456-2323

School Supports

- School DEI Representative
- DEI Coordinator
- Counsellors
- GSAs
- Racial Affinity Groups
- Faith Groups
- Other Support Groups

Mental Health Services

- Canadian Mental Health Association – 780-743-1053
- Some Other Solutions – 780-743-8605
- Waypoints – 780-743-4691
- Access Counselling – 780-790-0200
- Advanced Counselling & Consulting Practice – 780-790-0334
- Wellness Solutions – 780-972-1650

- Journey of Life Counselling – 780-607-1795
- Legacy Counselling – 587-536-6619
- Pathways Consulting Counselling – 780-788-5067
- TLC Therapy Counselling – 780-713-8693
- Wood Buffalo Addictions and Mental Health – 780-793-8360
- Mark Amy Treatment Center – 780-334-2398
- NorthReach Society – 780-791-6161

Family/Youth Services

- Athabasca Tribal Council – 587-645-3437
- Autism Society – 780-215-2459
- Big Brothers Big Sisters Association of Wood Buffalo – 780-791-2447
- Boys and Girls Club – 780-791-7775
- Girls Inc. of Northern Alberta – 780-790-9236
- Justin Slade Youth Foundation – 780-715-0010
- McMan Youth, Family, and Community Services – 780-743-9721
- Multicultural Association of Wood Buffalo – 780-791-5186
- NEAFAN – 780-750-6678
- Salvation Army Family Services – 780-743-4135
- Stepping Stones – 780-450-2252
- The Children's Centre – 780-743-3309
- The HUB Family Resource Centre – 780-743-9225
- Nistawoyou Association Friendship Centre – 780-743-8555
- Pride YMM – 780-791-0070 ext.6952
- YMCA of Northern Alberta – 780-743-2970

Adopted:	September 17, 2025
Amended:	
Reference:	Alberta Human Rights Act ATA Code of Professional Conduct Occupational Health and Safety Act The Education Act Teaching Profession Act Public Interest Disclosure (Whistleblower Protection) Act Anti Racism Appendix
Cross References:	AP 355 Student Discipline AP 392 Anti-Racism AP 407 Employee and Family Assistance Program AP 445 CUPE Code of Conduct AP 446 CUPE Discipline AP 403 Duty to Report AP 442 Evaluation of Support Staff AP 152 Dispute Resolution AP 160: Health and Safety of Students and Staff AP 170: Harassment in the Workplace AP 175: Protection of Staff AP 180: Protection of Privacy Act