



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM

APPROVED: 1985.03.19

REVISED: 1996.07.02
1999.01.26
2002.01.29

POLICY

Students from all linguistic, racial, religious and socioeconomic backgrounds shall have equal opportunity to develop their educational potential in School District No. 57.

The district is committed to a policy of respect and acceptance of the many cultures within its schools and will foster the development of awareness, understanding and respect for people of all ethnic, cultural and linguistic heritages. In this regard, the Board will see and be receptive of community input.

The Board will conduct its affairs in such a way as to act as a model of racial and ethnic harmony to students, staff and the community in general and, to this end, will not tolerate racial bias in any form by its students or staff.

DEFINITIONS:

"**Anti-racism**" is the practice of identifying, challenging and changing the values, structures and behaviours that perpetuate systemic racism.

"**Discrimination**" is the unfair treatment of a person or persons because of race, gender, national origin, ethnicity, colour, physical or mental ability, religion, sexual orientation, age or class.

"**Equal opportunity employer**" is an employer who prohibits discriminatory employment practices based on race, national/ethnic/place of origin, colour, religion/creed, marital status, age, gender or sexual orientation.

"**Multicultural**" means many cultures.

"**Multicultural society**" means people of many cultures living in the same community.

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“Multiculturalism” is people living in a multicultural society accepting and appreciating the different cultures in their community. It is through the celebration of diversity and the recognition of similarities that understanding and meaning are built.

“Racial harassment” is any overt or covert racial conduct, whether of a physical or verbal nature, that is unwelcome and unwanted by the person being harassed. Examples of racial harassment can include, but are not limited to, racial language or comments, display of racially exploitative pictures, cartoons, graffiti and jokes.

“Racial harmony” is achieved when individuals respectfully co-exist within all environments through the appreciation, understanding and preservation of diversity, which includes ethnicity, language, religion, cultural traditions and belief systems.

Responsibility Centre: Director of Human Resources

References: *School Act*, Section 85

Charter of Rights and Freedoms

Human Rights Act

Policy 1170 Rights and Responsibilities of Trustees

Policy 1170.1 Rights and Responsibilities of Students

Policy 1170.3 Rights and Responsibilities of Employees

Policy 4116.14 Sexual Harassment

Policy 5131 District Code of Student Conduct

Policy 5131.7 School Codes of Student Conduct

Policy 5145.5 Sexual Harassment of Students

Policy 6143.1 Selection of Learning Resources

Policy 6145.3 Controversial Learning Resources

District Beliefs and Values



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PREAMBLE

“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, sex or mental or physical disability.”

Equality Rights, Section 15 (1)
Charter of Rights and Freedoms

Approved: 1985.03.19



MULTICULTURALISM, RACIAL HARMONY AND ANTI-RACISM**REGULATIONS:**

1. The school district considers multiculturalism, racial harmony and anti-racism to be important goals. Alleged racial harassment by staff or students will be investigated promptly, thoroughly and in a sensitive manner, adhering to the principles of confidentiality and due process.
2. This policy will not be exclusive of those provisions relating to multiculturalism, racial harmony and anti-racism that have already been adopted by the Board. Policies entitled Rights and Responsibilities, District Code of Student Conduct, Selection of Learning Resources and Controversial Learning Resources, as well as the school district's Statement of Philosophy and Goals, include statements that encourage the development of awareness, understanding and respect for others of different ethnic, cultural and linguistic heritages.
3. Principals shall not knowingly admit to the school or classroom any person, group or association whose intent it is to discriminate or imply discrimination on the basis of race, creed, colour, gender, age, sexual orientation, mental or physical disability, nationality or ethnicity, or place of origin.
4. School District No. 57 shall continue to be an equal opportunity employer, recognizing that multicultural sensitivity is one of the important criteria to be used in the process of personnel selection.
5. Staff Development
 - 5.1 Opportunities for awareness and training programs in human relations, racial/ethnic relations and human rights shall be encouraged for all employees to equip them with the skills necessary to relate knowledgeably and sensitively to people of different racial and ethnic backgrounds.
6. Curriculum and Student Programs
 - 6.1 The Board recognizes the school's responsibility in assisting students to develop a strong sense of self-esteem and pride in their own cultural heritage, as well as an appreciation of and respect for the backgrounds of others.
 - 6.2 Efforts will be made to help students develop cross-cultural competencies consisting of interpersonal and communication skills, attitudes and knowledge needed to function in the larger community while retaining an appreciation for their own background.
 - 6.3 The Board will support activities that promote opportunities for children to learn about their own heritage and that of others to increase knowledge of and develop positive attitudes toward Canada's multicultural diversity.



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- 6.4 The Board will encourage the use of approved local curriculum developed to respond to the educational needs of the diverse cultural communities within School District No. 57.
- 6.5 The Board supports exchange programs that encourage the acceptance and appreciation of cultural diversity.
- 6.6 Program/materials maintenance and development shall be supported for the following programs:
 - 6.6.1 Aboriginal education programs shall be supported.
 - 6.6.2 All schools in the district shall be encouraged to develop programs and activities to increase multicultural understanding and eliminate all forms of harassment.
 - 6.6.3 The practice of acquiring program support materials in Canada's two official languages shall be supported.
- 7. Program Delivery
 - 7.1 ESL programs shall be supported.
 - 7.2 ESD programs shall be supported.
 - 7.3 With sensitivity to and consideration of language or cultural differences, schools will communicate effectively with parents regarding their children's placement and success in school.
- 8. School and Community Relations
 - 8.1 Community participation in the development of racial harmony will be encouraged.
 - 8.2 The Board shall provide, when necessary, an interpreter to assist in communications involving staff, students and parents.
 - 8.3 To explain the scope and operation of the school district to parents, if appropriate and practicable, the district will cooperate with volunteers to assist in developing materials in languages other than English. Topics that would be covered include:
 - a) Goals
 - b) Student placement procedures
 - c) Role of parents
 - d) Expectations for students



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- e) Alternative programs
- f) Support services
- g) Evaluation and reporting procedures
- h) Role of school advisory councils

Approved: 1984.04.13

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ADMINISTRATIVE PROCEDURES:

1. The principal of the school will establish a communication plan and processes to ensure that students and staff are made aware of this policy.
2. Upon request, the principal will ensure that copies of this policy and other relevant policies and procedures that affect students and staff are available to them

Approved: 2002.01.29

