

409 Multicultural/Race Relations

Revised: September 25, 2001

Policy

The Board recognizes the growing diversity of cultures in North Vancouver and commits itself to ensure that all aspects of the Board's programs and procedures promote understanding and tolerance for that diversity.

The Board values the unity and diversity of Canadian Society and will therefore promote cultural tolerance and acceptance in all aspects of a student's school experience. In recognition of the cultural diversity of North Vancouver's community, the Board endorses and promotes the concept of active and positive multiculturalism within its schools. In its support of multicultural education, the Board, within the funds available to it, directs the implementation of programs and activities which foster recognition of, and respect for, basic human rights and fundamental freedoms for all, regardless of race, language or religion.

Administrative Procedures

In-Service Education

In-service education of employees should be designed:

- to provide opportunities for in-service programs in human relations, racial/ethnic relations and human rights
- to provide opportunities for staff to develop the skill necessary to relate knowledgeably and sensitively to people of different racial and ethnic origins
- to provide in-service programs for staff on integration of multicultural curriculum materials into existing programs

Curriculum and Learning Resources

Priority should be given:

- to design and implement appropriate school-based experiences to combat racism and prejudice
- to encourage and support the selection and/or development of all types of learning resources which reflect cultural and ethnic diversity and which present an accurate view of racial/ethnic groups

Student Leadership

Significant efforts should be made:

- to encourage and promote opportunities for student directed inquiry into issues of multiculturalism, race relations, and exchange of information and experience among cultural communities
- to develop a program of information exchange and training whereby students will assume leadership responsibilities for promoting and sharing understanding and positive race relations with the larger student population
- to encourage opportunities for experiential learning whereby students will gain first-hand insights into the attitudes, beliefs, and life styles of other racial/ethnic cultural groups

Intercultural Education

Arrangements should be made:

- to encourage intercultural education with and among schools in local, national and international communities
- to encourage field trips, student and teacher exchange, twinning of schools and other forms of cultural racial/ethnic contact

Personnel Practices

School District personnel practices should be reviewed and monitored:

- to confirm and continue personnel practices that guarantee fair and equal access to employment and advancement opportunities for all qualified candidates regardless of the race, colour, religion, or national origin of each employee or applicant for employment
- to encourage applications from minority group members so as to enhance the possibility of developing a work force that is broadly representative of the racial, ethno-cultural, linguistic and religious diversity of the community
- to proactively promote multiculturalism and racial harmony in the workplace through workshops, videos, publications, cultural events and other means
- to make all employees aware of their right to recognize instances of direct or indirect racial discrimination and their right to seek redress where necessary
- to implement conflict resolution and disciplinary strategies that effectively deal with racial, ethno-cultural, linguistic or religious issues in the work place