



SECTION:	Foundations and Basic Commitments	APPROVAL DATE:
SUBSECTION:	The Dignity of Person	April 3, 1995
POLICY NAME:	Anti-Racism and Ethno Cultural Equity	LAST REVISED:
POLICY NUMBER:	R.FBC.B.6	March 1, 1999

1. The Wellington Catholic District School Board will create an Anti-Racism and Ethnocultural Equity Committee to assist in implementing this policy.
2. The Anti-Racism and Ethnocultural Equity Committee will develop an action plan to meet these core objectives:
 - 2.1 Board Policies
 - 2.1.1 To articulate clearly the Board's commitment to principles of anti-racism and ethnocultural equity in all existing and new board policies, guidelines, operations and practices.
 - 2.1.2 To eliminate racial and ethnocultural biases in Board policies, guidelines, and day-to-day practices.
 - 2.1.3 To establish mechanisms for measuring progress towards anti-racism and ethnocultural equity.
 - 2.1.4 To develop clear criteria for French Language Boards and sections to be used by their admissions committees.
 - 2.2 Leadership
 - 2.2.1 To assist school Board trustees, administrators and staff to develop the knowledge, skills, and attitudes and behaviours needed to implement anti-racism and ethnocultural equity policies in the school system.
 - 2.2.2 To identify all expected outcomes for those responsible for implementation, and incorporate these outcomes into the performance appraisal process, including the ongoing evaluation of teachers.
 - 2.2.3 To ensure that Board policy directions, priorities, and day to day implementation of programs and services are consistent with the aims of anti-racism and ethnocultural equity.
 - 2.2.4 To establish anti-racism and ethnocultural principles and objectives and incorporate them into annual plans and year end reports.
 - 2.3 School-Community Partnership
 - 2.3.1 To identify Anti-Racism and Ethnocultural Equity minority communities within the school Board's jurisdiction, whether or not they are involved in school Board activities.
 - 2.3.2 To involve diverse communities in partnership activities with the school Board.
 - 2.3.3 To request community groups to identify their spokesperson for the purpose of establishing school-community partnerships.

- 2.3.4 To assess the effectiveness of community consultation and partnership involvement.
- 2.4 Student Languages
 - 2.4.1 To affirm and value the students' first language.
 - 2.4.2 To encourage the study of heritage/foreign languages.
 - 2.4.3 To provide appropriate support programs for language learning.
 - 2.4.4 To ensure that all students achieve literacy in at least one official language.
- 2.5 Guidance and Counselling
 - 2.5.1 To determine what parents, religious, students, community groups perceive to be students needs for guidance and counselling and whether they feel those needs are being met.
 - 2.5.2 To determine what support counsellors perceive they require in order to serve the diverse student population.
 - 2.5.3 To eliminate discriminatory (selective) stereotyping in education and career planning programs.
 - 2.5.4 To ensure support for students in the identification of career options, vocations and appropriate academic paths.
 - 2.5.5 To create partnerships among church, schools, home, community, business, and to involve religious, students, and the community in program review and development.
 - 2.5.6 To ensure that, where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress and their plans for the future.
- 2.6 Harassment
 - 2.6.1 To develop or review policy guidelines and a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students, and other individuals in the school board.
 - 2.6.2 To provide staff with the knowledge and skills to identify harassment and to respond effectively to it.
 - 2.6.3 To ensure that the process of addressing harassment is monitored.
 - 2.6.4 To ensure that the Board communicates the policy guidelines to all members of the community.
 - 2.6.5 To provide students the skills and knowledge to effectively recognize and respond to racial and ethnocultural harassment.
- 2.7 Curriculum
 - 2.7.1 To develop or modify curriculum to reflect in an equitable way a culturally and racially diverse society.
 - 2.7.2 to ensure that the cultural and racial identities of all students are affirmed in an equitable and appropriate way by learning experiences in the school.
 - 2.7.3 To identify bias and discrimination barriers in existing curriculum structures, policies, programs, and learning materials.
 - 2.7.4 To ensure that all elements in the process of curriculum review, development, and implementation are consistent with Anti-Racism and Ethnocultural Equity objectives.
 - 2.7.5 To enhance teachers' abilities to use biased materials constructively to develop students' critical thinking about racism.
 - 2.7.6 To reflect the diversity of staff, students, parents, and the community in all areas of curriculum development, implementation, and evaluation, and in the membership of curriculum committees.
- 2.8 Employment Practices
 - 2.8.1 To ensure that vacancies are advertised widely, internally within the organization, as well as through outreach to designated groups.
 - 2.8.2 To ensure that interview teams for board positions reflect the diversity within the community.

- 2.8.3 To ensure that recruitment, interview, selection, training, and promotion practices and procedures are bias-free.
- 2.9 Staff Development
 - 2.9.1 To identify staff development needs to ensure that those responsible for implementing the Board's Anti-Racism and Ethnocultural Equity Policy have, or develop, the knowledge, skills and behaviours to carry out the mandate.
 - 2.9.2 To implement staff programs based on identified needs.
 - 2.9.3 To enable trustees and staff to deal confidently and effectively with issues of racism and discrimination and incidents of racial and ethnocultural harassment.
 - 2.9.4 To provide trustees and staff with the skills to identify and deal with bias in learning materials.
 - 2.9.5 To involve community groups in the development and implementation of an inservice program and other staff development programs.
 - 2.9.6 To ensure that trustees and staff are aware they are expected to broaden their expertise in Anti-Racism and Ethnocultural Equity education through courses, workshops, and community consultation.
- 2.10 Student Evaluation Assessment and Placement
 - 2.10.1 To ensure that assessment and placement teams, instruments and procedures are bias free, designed to meet the needs of the individual student, and take into consideration the students' age, previous education and personal experience.
 - 2.10.2 To ensure that placement decisions are flexible so that all students have equal opportunity to develop both interests and abilities and are afforded equal access to all school programs as well as career opportunities.
 - 2.10.3 To ensure that students and parents are fully informed and receive regular communication about assessment, placement procedures and decisions.