

WELLINGTON CATHOLIC DISTRICT SCHOOL BOARD

SECTION: Foundations and Basic Commitments

SUBSECTION: Dignity of a Person

POLICY: ANTI-RACISM AND ETHNOCULTURAL EQUITY

CODE: P.FBC.B.6

In order to develop faith centred individuals, the Wellington Catholic District School Board will promote and maintain an educational environment that recognizes and acknowledges that all people are created in the image of God, and as such will be treated with dignity, respect and equality. The Wellington Catholic District School Board is fully committed to eliminate discrimination and to foster respect for racial, ethnic and cultural diversity in the Catholic community that we serve.

In working partnership with staff, students, parents, trustees and members of our wide community, the Wellington Catholic District School Board will create and maintain an environment that ensures policies, programs and curriculum material will provide opportunities for students to develop positive Christian attitudes toward the diversity of the global human family, to advocate for a society that is just and inclusive, and to benefit fully from our multicultural/multiracial society.

This commitment is limited to the extent necessary for the preservation and promotion of Roman Catholic values and tenets and the denominational nature of its schools.

Legislated protection for Catholic schools was first enacted in 1841. The Scott Act of 1863 gave Roman Catholics the right to establish, operate, and maintain Roman Catholic schools in which Roman Catholic teachers would teach children of Roman Catholic parents in accordance with the tenets of Roman Catholicism. The British North America Act (Constitution Act, 1867) declared in Section 93:

Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any; class or persons have by law in the Province at the Union.

The Canadian Charter of Rights and Freedoms, signed into law on April 17, 1982, states in Section 29:

Nothing in this Charter abrogates or derogates from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denominational separate or dissentient schools.

In the following policy on Race, Religious, and Ethnocultural Equity, the Wellington Catholic District School Board is compelled to promote universal equality within a context that allows for the preservation and promotion of Catholic values.

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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.