

MULTICULTURALISM AND RACE RELATIONS

PREAMBLE

Public schools in Canada serve a society which is rich in ethnic, racial, and cultural diversity. This multicultural and multiracial makeup is fertile ground for the development of those deep-seated attitudes which form the basis for judging and prejudging the mores, folkways, and expressions of other cultures. The public schools, therefore, have a responsibility for developing in all students an understanding, tolerance, respect, and appreciation for the variety of cultural attributes and behaviours. This ability to understand and appreciate the diverse folkways of different cultures, if learned early, can work potently to prevent negative discrimination and prejudgment of ethnocultural groups.

POLICY

THE BURNABY SCHOOL BOARD ACCEPTS FOR ITS EDUCATIONAL PROGRAMS, ITS PUPIL AND STAFF PERSONNEL PRACTICES, AND ALL ITS OPERATIONS, THE GOAL OF PROMOTING POSITIVE HUMAN INTERACTIONS, INCLUDING INTERACTIONS WHICH ARE FREE FROM DIVISIVE ATTITUDES BASED UPON RACE, ETHNIC ROOTS, NATIONAL ORIGIN, OR RELIGIOUS AFFILIATION. TO THIS END, THE RESOURCES OF THE DISTRICT SHALL BE REASONABLY APPLIED TOWARD THE REALIZATION OF EFFECTIVE MULTICULTURAL EDUCATION AND THE ELIMINATION OF SOCIAL FORCES WHICH PROMOTE DIVISIVE ATTITUDES.

OBJECTIVES

The achievement of the goal inherent in this policy is to be realized through the pursuit of the following objectives:

1. The development of positive attitudes towards self and others through the fostering of mutual understanding, respect, and acceptance among students and staff.
2. The development in staff of the applied skills of evaluating instructional materials so as to identify, select, and utilize content which avoids divisiveness and antagonism between various groups.
3. The development within the basic curriculum of activities which encourage appreciation of our community's cultural heritage in all its positive forms.

4. The provision of facilities, staff, and resources and the development of programs to ensure that the needs of all E.S.L. students are recognized and met.
5. The acceptance of a norm of constructive intervention whenever incidents of a propagandist or prejudicial nature occur, thereby reinforcing the non-acceptance of discriminatory behaviour.

REGULATIONS

1. Representatives of the ethno-cultural community shall be involved in community relation activities within the public schools.
2. A well articulated set of procedures for the preparation of an action plan to improve race-relations and multicultural education in each school shall be developed.
3. A well articulated set of procedures to assist students and staff in responsibly reporting incidents of racism or discrimination shall be developed in each school.
4. A process for the periodic review of the multiculturalism and race relations policy will be developed.

Date Adopted: 1985-03
Date(s) Revised:

Cross References: *(policies mentioned in*
Statutory;
Other: