

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 5100

DATE: 2005-06-28

REVISED: 2012-06-19

SUBJECT: **MULTICULTURALISM IN EDUCATION**

“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 and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, mental or physical disability.”

Canadian Charter of Rights and Freedoms

The Board recognizes Canada as a multicultural nation, and supports Canada's official multiculturalism policy.

The Board believes that one aim for education is to prepare students to assume the responsibilities of adulthood. One of these responsibilities is to be an active, tolerant, respectful member of a multicultural society. To this end the Board will promote multicultural education.

Multicultural education is one in which every individual, regardless of racial/ethnic origin, finds not just tolerance but respect and understanding. It is an education in which cultural diversity is seen and used as a valuable resource to enrich the lives of all, where every individual has the opportunity to benefit from the cultural heritage of others as well as his or her own.

The Board encourages schools to offer learning activities which promote respect for the human rights of all groups and which help individuals appreciate other cultural heritages.

All district programs and operations shall protect the rights of individuals and comply fully with the statutory requirements and provisions of the Criminal Code of Canada, the Human Rights Code, and the *School Act* of British Columbia.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 5100 R

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SUBJECT: **MULTICULTURALISM IN EDUCATION**

1. **Curriculum**

The Board shall encourage schools and acquire resources to develop learning activities within and among schools to increase multicultural understanding. Participation in such activities could also involve all school personnel, students, parents and members of the wider community.

2. **In-Service**

The Board of Education shall endorse opportunities for in-service programs in human relations, race/ethnic relations and human rights for entire school staffs. Such programs could be integrated into current in-service and staff development programs.

Teachers and district staff are encouraged to develop locally initiated projects which recognize the multicultural nature of their school and this district and which foster greater understanding and respect for the various cultures in our community.

3. **Conduct**

- a. The Board considers the expression of racial/ethnic bias in any form by its trustees, administration, staff, volunteers or students as unacceptable behaviour.
- b. Incidents of racist behaviour or expressions of ethnically derogatory terms displayed by students, volunteers and/or employees are not acceptable and may result in disciplinary action.
- c. The Board shall ensure that its multicultural policy and regulations are communicated to all personnel, parents and students.
- d. Anyone witnessing any racial/ethnic incidents involving students is expected to immediately intervene and to take action in accordance with the Board's Discrimination Policy (#6205) or the District Student Code of Conduct policy (#7007) as applicable. Staff members should be sensitive to the nature of the incident and, where appropriate, make use of any learning opportunities presented.

4. **Language**

- a. The Board shall endorse the provision of French language instruction, preferably beginning at an early age as conditions warrant.
- b. When the community makes significant request, the Board shall endeavour to enable heritage language provision.
- c. When the community makes a significant request the Board shall endeavour to provide any second language instruction, preferably beginning at an early age, as conditions warrant.

5. **English As An Additional Language**

- a. The Board will provide new Canadians with supportive instruction, which enables the learning of English at a level sufficiently competent for the student to gradually enter the mainstream of educational offerings; at the same time demonstrating respect for the student's cultural heritage and mother tongue.
- b. The Board will expect progress of ESL students to be periodically assessed including post-integration in order that supportive instruction be instituted if needed.
- c. The Board shall endeavour to provide an interpreter, when necessary, to assist in communications between staff and parents.