

# PUBLIC SCHOOLS BRANCH

## Operational Procedure

### RACE RELATIONS, CROSS CULTURAL UNDERSTANDING AND HUMAN RIGHTS IN LEARNING

<i>Policy Section</i> <b>Programs and Services</b>	<i>Procedure Number</i> <b>403.1</b>
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<i>Replaces</i> <b>ELSB Operational Procedure 403.1 Race Relations, Cross Cultural Understanding and Human Rights in Learning, 19-Aug-14</b>	

#### 1.0 CURRICULUM

- 1.1 The Department of Education, Early Learning and Culture is responsible for the development of curriculum for PEI schools. The Public Schools Branch will work with and support the Department of Education, Early Learning and Culture and Early Childhood Development to develop and provide curricular and co-curricular programs that are affirming, inclusive, and responsive to the student population. The Public Schools Branch will encourage and support teachers to include educational opportunities for students to engage in an objective and equitable portrayal of persons and groups within our society and to develop positive attitudes with respect for diversity.
- 1.2 The Public Schools Branch will support initiatives led by the Department of Education, Early Learning and Culture and Early Childhood Development that ensure all curriculum, textbooks, audiovisual and other resource materials are free from bias and stereotyping of individuals and groups based on race, colour, age, religion, creed, sex, gender, sexual orientation, physical or mental ability, health, ethnic, national or aboriginal origin, family status, marital status, socioeconomic status, or political belief, affiliation or activity.

#### 2.0 INSTRUCTION

- 2.1 The Public Schools Branch will advance and support instructional practices that affirm equality for all learners. The school board will promote classroom programs and events that affirm the cultural backgrounds, experiences, perspectives, learning styles, and needs of all learners. These must be applied with respect and regard to dignity and without bias or discrimination.
- 2.2 The Public Schools Branch will promote instruction on naming, discussing, thinking critically about, challenging and preventing all forms of bias, stereotypes, harassment and discrimination.

#### 3.0 ASSESSMENT AND EVALUATION

- 3.1 The Public Schools Branch will support the development of assessments for students that affirms equity for all learners.

**4.0 GUIDANCE AND SUPPORT STAFF**

- 4.1 The Public Schools Branch will continue to support counselling, guidance, and career and personal planning that address a learner's culture, heritage, identity, experiences, perspectives, background, learning needs and aspirations.
- 4.2 By incorporating leadership, advocacy and collaboration, school guidance and support staff will:
  - 4.2.1 Promote equity and access to opportunities and rigorous educational experiences for all students.
  - 4.2.2 Respond to the unique and special needs of all students.
  - 4.2.3 Support a safe learning environment.
  - 4.2.4 Work to safeguard the human rights of all members of the school community.
  - 4.2.5 Include provisions which promote regular, systematic identification of student needs and priorities.
- 4.3 Guidance counselors and student support workers will be aware of the negative impact of stereotyping and discrimination and of the importance of protecting the rights of all students.

**5.0 SCHOOL – COMMUNITY RELATIONS**

- 5.1 The Public Schools Branch is committed to constructive and open dialogue with its employees, parents/guardians, school organizations, community members, students and agencies to foster harmonious race relations, cross cultural understanding, and human rights initiatives and policies.

**6.0 PROFESSIONAL DEVELOPMENT**

- 6.1 The Public Schools Branch will promote and support opportunities for professional development in the area of race relations, cross cultural understanding and human rights. The school board will encourage its staff to participate in professional development activities that will provide them with the understanding, sensitivity and skills necessary to enable both teachers and their students to respect, include, and affirm all members of the school community.
- 6.2 The Public Schools Branch is committed to making timely communication and supporting the professional development of employees, as required, to support the Public Schools Branch's diversity management goals.

**7.0 RESEARCH**

- 7.1 The Public Schools Branch will implement a regular and voluntary data collection system to determine the demographics of the students enrolled in its schools. The Public Schools Branch will encourage and assist parents and students to complete these self-identification surveys.
- 7.2 Where the data collected is determined by the Public Schools Branch to be valid and reliable, it will be used to set priorities for improvement and evaluate the success of new or existing initiatives designed to meet the needs of specific groups.

**8.0 CROSS REFERENCE**

- 8.1 PSB Operational Policy 403 - *Race Relations, Cross Cultural Understanding and Human Rights in Learning*
- 8.2 *Canadian Human Rights Act*
- 8.3 *Canadian Charter of Rights and Freedoms*
- 8.4 *PEI Human Rights Act*
- 8.5 *United Nations Declaration of Human Rights*

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