



Administrative Procedure: Antiracism and Ethnocultural Equity

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Board Policies, Guidelines and Practices

The Superior North Catholic District School Board is committed to the principles of antiracism and ethnocultural equity in all existing and new Board policies, guidelines, strategic plans, practices and organizational structures. The Board is committed to the removal of systemic barriers and ensuring that the needs of all students and staff are addressed. The Superior North Catholic District School Board will establish the appropriate mechanisms to ensure accountability for achieving these goals.

Leadership

The Board recognizes that informed leadership, committed to the principles of antiracism and ethnocultural equity for the elimination of systemic barriers, is required at all levels of its organization. This leadership must be exercised in partnership with parents and communities to prepare students to live in a racially and culturally diverse society.

School and Community Partnership

The Board will increase the involvement of diverse racial and ethnocultural communities in the development, implementation and monitoring of school board policies, procedures and programs. The Board is committed to effective partnerships between the school board, its schools and its diverse communities to ensure that perspectives, experiences and needs of all communities are included.

Curriculum

The Board acknowledges that students and staff need to understand and respect all cultures, appreciate diversity and reject discriminatory attitudes and behaviours. The Superior North Catholic District School Board is committed to an antiracist curriculum that provides a balance of perspectives. Thus, the curriculum will enable students to see themselves reflected in their learning and will provide students with the knowledge, skills, attitudes and behaviours needed to live in a culturally and racially complex world.

Student Languages

The Board recognizes that language proficiency is necessary for all students to achieve their academic potential. The Board is committed to a program of instruction so that students achieve academic competence in English and French and Ojibwe. The Board also recognizes that some students may use a first language other than the two official Canadian languages, and it affirms and values the linguistic and cultural diversity in its population. The Board respects and recognizes not only the international language of students, but also their social cultural language variations. The primary task is to provide all students with a proficiency in the language of instruction that enables them to maximize their potential to learn, to communicate and to realize their aspirations.

Student Evaluation, Assessment and Placement

The Board is committed to accurate and equitable evaluation, assessment and placement to ensure that all students are successful. To help all students achieve their potential, the Board will use bias-free evaluation, assessment and placement philosophy, instruments and practices. The Board will ensure that the racial and cultural diversity of the student population is considered and reflected in all evaluation, assessment and placement procedures.

Racial and Ethnocultural Harassment

The Board is committed to maintaining an environment free from harassment and discrimination for all staff, students and parents. The Board will encourage that respect for the dignity and well-being of each person is maintained, and that incidents of harassment and discrimination will not be tolerated. The Board is committed to the elimination of both systemic and individual forms of harassment and discrimination.

Employment Practices

The Board is committed to hiring, training and promoting staff that reflect and respond to the experiences of racial and culturally diverse populations. The Board is committed to the removal of barriers that prevent fair and equitable recruiting, hiring, promotion and training opportunities for all staff at every level.

Staff Development

The Board is committed to staff development in antiracism and ethnocultural equity for all trustees and staff. The staff development process will encourage trustees and staff to acquire the knowledge, skills, attitudes and behaviours necessary for identifying and eliminating bias and discrimination.