School Diversity Policy Tool Kit

The Society for Safe and Caring Schools & Communities
The Alberta Teachers' Association

August 2015

Tool Kit Overview

Foreword

It is our vision that schools and communities will be safe, caring and inclusive environments where each child will learn to be a respectful and responsible citizen. One important aspect of this is to build respect for diversity—to increase understanding of and respect for visible and behavioural differences, including those relating to diverse customs, traditions, beliefs, or physical appearance. By encouraging respectful attitudes and behaviours among young people, a school can prevent racism, discrimination, harassment, bullying and other kinds of aggression—the result being a safe and caring learning environment for all.

To accomplish this, administrators and school staff must be empowered to address issues relating to diversity, and take advantage of valuable opportunities to encourage positive social behaviours in students and school staff. One of the more powerful tools to assist this process is to have a strong educational policy in place that outlines behaviours to encourage respect for diversity, and processes for addressing incidents in an effective and respectful way.

It is our hope that this resource will guide policy makers, advocates and educational leaders, both at the school and school board levels, though the challenge of setting educational policy for dealing with diversity issues.

Background

In 2006, The Society for Safe and Caring Schools and Communities (SACSC), with the financial support of Canadian Heritage Multiculturalism Program and the Alberta Human Rights, Citizenship and Multicultural Education Fund, undertook a project that would support our country's democratic ideals in public schools by creating a research-based ***Diversity Educational Policy Development Tool Kit***. The purpose was to develop a tool kit which would outline strategies for educational leaders to use when developing educational policies that help schools sensitively and effectively address diversity issues, and act as a guideline for creating safe, caring and inclusive school environments.

The resulting resource is based on research as well as extensive consultation with: multicultural/ parent community groups, school administrators, school trustees from various Alberta school representatives, school trustees from various Alberta school boards, and a Steering Committee composed of a cross-section of education partners.

Through this research the Society uncovered that a significant barrier encountered by schools when responding to ethnic, racial, cultural and religious diversity is this—many teachers and administrators in Alberta schools do not feel comfortable addressing many types of diversity issues for fear of disapproval from parents and community. With this resource, we hope to continue to assist schools and school boards in revising or developing new education policies and/or administration regulations which encourage them to implement programs (curricular and extra-curricular) and practices that increase the appreciation for cultural diversity. This toolkit will also encourage community involvement when developing education policies on diversity.

This resource was reviewed and revised in June 2015 to reflect changes in legislation, statistics, links and contacts.

Even schools that are not experiencing incidents related to diversity can be proactive establishing policy and practices that focus on creating environments where these incidents are less likely to occur. Amendments to the School Act as of June 1, 2015 require school boards to establish a student code of conduct. Section 45.1(3)(d)(ii) states that the code of conduct must include statements to address the prohibited grounds of discrimination set out in the Albert Human Rights Act.

The Changing Population in Alberta Schools

The government of Alberta report (1995-2008) describes the following trends and issues:

- Alberta is the fourth largest immigrant-receiving province. Most of Alberta's immigrants come from China, the Philippines, India, Korea, and Pakistan.
- The population of Aboriginal people is growing much faster than the non-aboriginal population. According to the latest information, about 156,000 people in Alberta identified themselves as Aboriginal and of that population, over 52,000 are school aged First Nations children.
- Diversity will be the hallmark of Alberta classrooms as schools welcome increasing numbers of children from other countries, traditions, languages and cultures.
- Schools will continue to struggle to meet their students' diverse needs.
- The rich diversity of children means that there will be increasing challenges to welcome these students and help newcomers adapt to their new school and new community.
- Schools will continue to be expected to instill positive values in students and to prepare them to be active, lifelong learners and contributing members of society.

Overview

It is not the intent of the ***Diversity Educational Policy Development Tool Kit*** to interpret any legislation pertaining to the School Act, the Charter of Rights and any other current legislation that pertains to policy development. This ***Tool Kit*** is intended as a guide; as a starting point when developing policy and/or regulations or as a reference document when analyzing existing policy/regulations.

Policy Prerequisites

This education policy development tool kit is based on two prerequisites:

- The policy maker(s) adopt a world view.
- Policy is dynamic; it changes over time to reflect the "current reality".

Policy, in a democratic environment, involves tow or more prerequisites:

- Policy development must be open to public initiative.
- Policy development requires a commitment to exploring issues and acting in ways intended to be:
    - principled and honest,
    - relevant and effective,
    - equitable,
    - transparent and accountable, and
    - economic and efficient.

At the same time, policy alone is insufficient as it must be accompanied by a clear agenda for action that establishes what will be done to bring about equity, improved interpersonal relations, and greater inter-group harmony. *(Source: Public Schools Boards' Association of Alberta, 2007)*

The following criteria, therefore, may need to be considered by education policy markers regarding implementation through administrative regulation/procedure development and review:

- Administrative regulations must be in accordance with the School Act and the Board of Trustees' Governance policies.
- Administrative regulations must be necessary for maintaining and/or enhancing public education.
- Administrative regulations are focused on assisting teachers, principals, and other administrators in their efforts to support student learning.
- There must be no overlap or duplication among the administrative regulations.

(Source: Calgary Board of Education, 2007)

Contents of the Tool Kit
- A model to develop policy
- Templates that outline steps for various procedures including education policy development, implementation, evaluation including monitoring and annual reviews
- Samples of relevant diversity policies
- Examples of philosophical and value statements

Models and samples provided in this document can be used to guide the development of similarly aligned policies. As each community is unique, the process needs to include conversations with stakeholders.

Cultural Misunderstandings

In an Alberta dual-track school that had both the Hebrew and regular programs, the Jewish parents came to the school board and asked if they could have a fence built on the playground to separate the Jewish from the non-Jewish children. The concern was that the non-Jewish children were making fun of the way the Jewish children dressed. The parents eventually established a private school so that their children would be separate from others. This is an example of what can happen when intercultural tension and misunderstandings are not resolved in a way that supports diversity. In this case, the outcome led to more segregation and reinforces intolerance for different beliefs and customs.

Inclusion versus Exclusion

One school district in British Columbia made a decision to recall all calendars they had sent out to every students and staff member because of a complaint that only Christian celebrations were included in the calendar. All religious holidays in the calendar were removed and the calendar was reprinted. The school district had an opportunity to foster a greater understanding of different cultures by encouraging students to share the significance of their traditions with other students. They could have included *all* special celebrations of the different students' cultures in the school calendar rather than removing the holidays that had originally been acknowledged.

Terminology

Although there are numerous definitions for the following terms, in order to have a common understanding of information appearing in the *Policy Development Kit*, the following definitions are used here.

- **Caring**: The concept of caring in a multicultural context is a concern for each child as a student and as a person; confidence in the ability of each one to learn and to perform at high levels; and a commitment on the part of teachers to ensure that each child learns.
- **Culture**: A framework for behaviour that includes not only ethnic racial distinctions but other forms of social variety that have been targeted with prejudice, discrimination or marginalization. This definition places behavioural norms, patterns of interaction and ways of thinking and learning alongside more traditional cultural interests such as food, dress, dance, and music.
- **Discrimination**: The Canadian Oxford Dictionary defines discrimination as "an act, instance, policy, etc. of unfavourable treatment based on prejudice, especially regarding race, age, or sex."
- **Gender Identity**: A person's internal sense of being male or female. Gender expression relates to how a person presents his or her sense of gender to society. Gender identity and gender expression are often closely linked with terms *transgender* and *trans-identified.*
- **Multiculturalism**: The notion of multiculturalism (from the Trudeau legacy) in Canada stems from the acknowledgement of diversity as a key element of the Canadian identity and led to redefinition of the common good as the development of a climate that would encourage social integration, while acknowledging difference, and facilitate a recommendation of French and Aboriginal issues within the Canadian federal state, rooted in the liberal ideal of equalitarianism by encouraging cultural retention and integration within a framework of individual choice and the existence of a welfare state.
- **Policy**: Policy is a reliable guide to consistent and understandable action (or inaction). Policy is not a statement of purpose, or a mission statement, or a goal statement. A Mandate statement might be a policy statement. Policy is meant to embody beliefs and channel energy and activity so as to achieve goals.
- **Regulation/procedure:** Administrative guidelines that help to put into operation the principles established in a policy.
- **Policy Development Tool Kit:** This is a resource that school boards and administrators could use to structure policies that specifically outline how schools can sensitively and effectively address intercultural and diversity issues such as racism and discrimination.
- **Prejudice:** The Canadian Oxford Dictionary defines prejudice as a "preconceived opinion; bias or partiality; dislike or distrust of a person, group or judgment."
- **Race:** For this project, the term race refers to people of colour, or those with visible skin colour differences. Given the absence of a biological basis for racial distinctiveness, race is primarily socially or culturally defined and may be illogical and inconsistent.
- **Racism:** There are two aspects to consider – it is people holding individual attitudes and values that bring about the structural racism of instiutions, often without awareness and despite their best intentions.
- **Societal equity:** Building an inclusive environment that promotes a greater sense of respect and harmony among students, school staff and the greater community.

(Sources: Public School Boards Association of Alberta, 2007, Alberta School Boards Association, and Safe and Caring "Creating Safe, Caring and Inclusive Schools for LGBTQ Students")

Note: It is important to identify common definitions of terms in order to establish an understanding among all of the partners.

> **Learning Positive Social Behaviours**
>
> When episodes of discrimination or cultural disrespect in schools are punished without addressing the lack of understanding that is the root of the behaviour, students do not learn about more appropriate ways to behave, nor are they encouraged to have respect for diversity. Instead, they are likely to grow more disdain for other cultural groups as the image of "us" vs "them" is strengthened.

Using the Tool Kit

Who could benefit from using this Tool Kit?

- **YOU** will find this Kit information useful if you are an Alberta school trustee/school board member, administrator or education representative who is responsible for developing and/or advocating for educational policies.

How could you use this Tool Kit?

- **YOU** could select from the collection of "tools", based on your familiarity with policy process and personal discretion, after reading the preliminary information. One example is a series of checklists that identify each step from development to implementation.

When could you use this Tool Kit?

- **YOU** could use this document to provide regular guidance when education related diversity policies are to be considered/drafted/written/presented to partners and revised/re-written.

What does a Diversity Educational Policy Need?

- To be specific about the values that are promoted and respected for the school or jurisdiction
- Community engagement and consultation
- To empower and support those who champion the removal of systemic and structural barriers
- To be accompanied by decisive actions that will eliminate specific inequities

Education

Anti-racist education tends to focus on race (colour) as a salient difference and the structures that sustain the power of a dominant group over a minority "other". A more inclusive stance, taking into account other social and behavioural differences such as disability, gender and sexual orientation, is sometimes characterized as anti-oppressive rather anti-racist.

(Source: Building Intercultural Respect through Policy Development: Literature and Policy Review)

Congratulations on taking the first step!

A Model for Developing Education Policies

Selecting the Model

After extensive reviews of literature and current Alberta school board practices, the Society has selected a model for developing education policies that address diversity. This "template" could make the process easier, more consistent and possibly, more efficient for policy writers; it is not, however, intended to be the ONLY acceptable model. It is, rather, a starting point that will allow education leaders to draft/adapt/modify policy in order to meet the needs of their schools and communities. The **Tool Kit** *is* compatible with the policy development model of your choice.

This template emphasizes the importance of public participation and consultation in addressing educational policies that focus on diversity or any other sensitive subject.
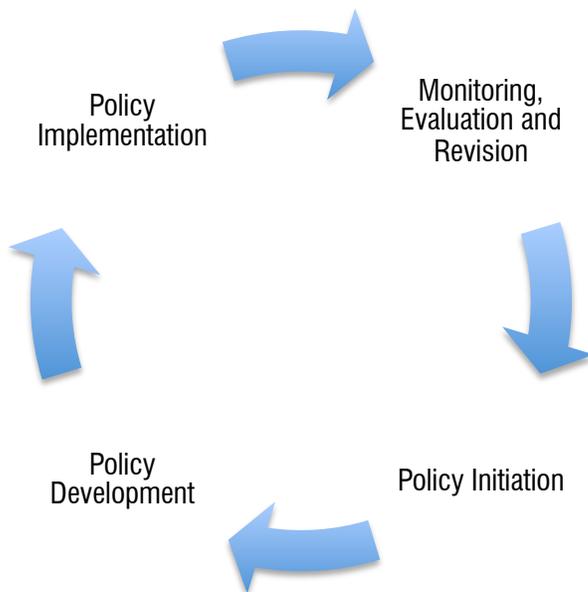
For a detailed outline of this model, please see Appendix A.

Recommended timelines

Ideally, research indicates that an education policy process is cyclical in nature. The end of a previous school year could be an ideal time to begin collecting information regarding possible issues although issues do arise at any time.

Monitoring effectiveness of the new policy may need to be ongoing in the initial stages and formally reviewed in three to five years after initial introduction. The impact of policy changes in schools and communities requires timely response to policy needs and policy development.

Planning Cycle for Education Policy Development

Policy Implementation → Monitoring, Evaluation and Revision → Policy Initiation → Policy Development → Policy Implementation

Critical Questions

What are our values in this school? In our community?

What types of diversity are represented in our school?

Do you think there may be groups that are afraid to make themselves known?

Do we have specific concerns, or are we taking preventative action?

Are there specific prejudices that we need to address?

Do we already have a policy in place that addresses or partially addresses these concerns?

If incidents do occur, what is our process for addressing it?

How do we build a culture of inclusivity?

How do we celebrate uniqueness?

What types of behaviours are we trying to encourage?

What do we already do to encourage respect for diversity?

Do we have local expertise that we can draw from (community organiztaions, not-for-profit groups, businesses) when developing this policy?

Hate Crime Statistics

According to the most recent Justice Canada research on hate crimes, the majority of police-recorded hate crimes in Canada were directed against racial minorities:

- 51% of all hate crime victims were racial minorities
- 28% of all hate crime victims were religious minorities
- 16% of all hate crime victims were gays or lesbians

36% of visible minorities in Canada feel they have experienced discrimination and unfair treatment because of ethno-cultural characteristics. Today, nearly half of Canada's citizens (47%) are of ethnic origin other than British, French or native-born Canadian.

(Source: A Canada for All: Canada's Action Plan Against Racism – An Overview. Canadian Heritage)

TOOL KIT APPENDIX A: A Model for Diversity Education policy Development In Schools

A Step-by-Step Checklist

Step 3: Policy Implementation

Step 4: Monitoring, Evaluation and Revision

Step 2: Policy Development

Step 1: Policy Initiation
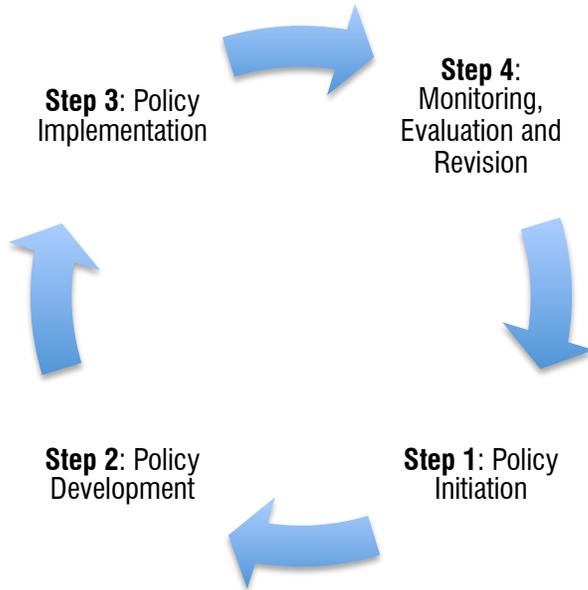
Stage 1: Policy Initiation – Goals

Step 1   Review possible draft of policies in light of district values, mission, vision and legal implications.

Record as a committee a few examples of possible draft policy statements and related regulations, then present to the whole group for information/input (e.g. school board, school community). Keep language simple, clear and concise.

Subject the chosen draft policy statement(s) to broader scrutiny by various stakeholders, including the greater community, parents, school staff and students (to establish a common ground).

After all reviews and incorporating feedback, move towards development of a final draft of policy.

Step 2   Identify critical components or structure of the policy.

Re-visit groups to capture more philosophical statements, guidelines, principles, values, visions to be addressed by policy. One way to accomplish this is through a focus group session.

Consider resources/strategies of implementing the policy (administrative costs for all aspects of the process, recognition of constraints; balance dreams with reality).

| Step 3 | Use a range of assessment strategies to identify current and possible future areas of concern:
| | • School surveys (staff, student, and parent)
| | • ATA locals
| | • Email forms for parents
| | • Significant community groups and organizations (Elders, religious groups – a significant cross-section of population representatives) Focus groups
| | • Public meetings
| | • Review of relevant research
| | • Concerns identified by various stakeholders.
Step 4	Communicate intent to address issue(s) by providing all education partners with fact sheet, initial information to clarify the project/process, time line, etc.
Step 5	Respond to need identified in Step 3. Review examples of current relevant policies; philosophical statements.
	Refer to Appendix D for examples of philosophical statements.

Stage 2: Policy Development – Goals

Step 1	Identify personnel/committee of the organization (district, school, etc.) that will oversee this process.
Step 2	Begin drafting Action Plan. See Appendix B: "Template- Action Planning for Education Policy Development Addressing Diversity Issues."
Step 3	Based on policy, identify regulations/procedures for implementation. Finalize policy procedures policy procedures/administrative regulations by working tandem with administration partners (school principals, etc.).
Step 4	Establish a final draft policy (taking into consideration simple language, clear intentions, common ground).
Step 5	Revisit stakeholder groups, if required, to gather final input, or to present final policy being brought forward to the board for approval.
Step 6	Present final draft policy/regulations to governing body (e.g. school board) Motion by organization to approve/move policy draft to implementation stage.
	Refer to Appendix D for examples of policies/administrative regulations.

Stage 3: Policy Implementation – Goals

Step 1   Create action plan/time line for implementation (usually within school year)

Identify and clearly assign all steps/goals for implementation and systematic review of new policy.

Step 2   Ensure it is clearly established what is policy and what is regulation/procedure. This involves the board working in tandem with administrative partners.

Step 3   Inform all integrated partners (meetings, newsletters, articles in local papers, notices)
- Parents, teachers, other staff and students
- ATA Locals
- Partnering community organizations
- Others (pressed releases).

Step 4   Determine how to measure successful implementation – outcomes. An example could be, depending on the initial data gathered from assessment tools, to set a percentage reduction in bullying based on visible differences; or a percentage increase in school activities that celebrate specific aspects of diversity. Another example could be the percentage of library or curriculum materials that are representative of the diversity of a school population.

Stage 4: Monitoring, Evaluation and Revision – Goals

Step 1   Involve cross-section of original members consulted in focus group meetings to assess effectiveness of policy/regulations/procedures (can utilize same questions/surveys used in initial assessment (Stage 1)).

Have stakeholders complete written surveys, and/or host focus group sessions, and/or implement process for email feedback.

Step 2   Committee reviews results to determine if intended outcomes are being achieved that were identified in Step 4 of Implementation.

Changes, if needed, are identified – revisions of policy/regulation/procedures are planned and revised.

Step 3   Revisions are presented to an administrative body for ratification.

Step 4   Continue to conduct systematic reviews determined by policy/regulation/procedure review schedule. Systematic review date is established (every 3-5 years or as needed).

Step 5	Continue keeping all partners informed of any future reviews/revisions/changes.
	Provide contact person for feedback re: effectiveness of policy.
	Determine how/when success of new policy will be celebrated.

TOOL KIT APPENDIX B: Sample Action Plan for Education Policy Development on Diversity

STAGE 1: POLICY INITIATION

Actions:

- Determine committee of the organization to be responsible for developing new policies
- Identify critical questions needed to assess collective opinion re: diversity issues
- Decide on all data collection sources/ methods to use for identifying current issues (surveys, focus groups, incident reports)
- Have all data collection items/methods approved by the organization
- Publicize organization's intent to collect data and need for all stakeholders to provide input to help address issues (see Appendix C Communicating with Partners)
- Review relevant policies, philosophical statements and references such as the Human Rights Act, School Act, and so on (see Appendix D for sample policy documents and sample philosophical statements)
- Write two or three possible draft policy statements and related regulations/guidelines
- Present draft policy statements to organizations for discussion/revision
- Give draft policy statements broader scrutiny by gathering data from a cross-section of partners *(see Appendix C)*
- After reviewing all feedback, compose a final Draft policy.

STAGE 2: POLICY DEVELOPMENT

- Identify critical components of policy/regulations by revisiting via Focus groups
- Consider all aspects of implementation of the drafted policy; recognition of constraints and balancing dreams with reality
- Finalize policy and procedures/guidelines by working in tandem with significant administration partners (e.g. school principals)
- Establish a Final draft policy (taking into considering simple language, clear intentions and common ground)
- Re-visit significant partner groups to gather final input
- Present Final draft policy and accompanying regulations/guidelines to the Board for final approval
- Motion by Board to approve and move Final draft policy to Implementation stage.

STAGE 3: POLICY IMPLEMENTATION

- Complete action plan/time line for implementation, see Appendix E for Template: Implementation Action Plan for Policy Development
- Identify and clearly assign all steps/goals for implementation and systematic review of new policy
- Ensure that policy and regulations/guidelines are established in tandem with administrative partners
- Inform all integrated partners via meetings, school and other newsletters, articles in local papers, parent groups, etc. see Appendix C "Communicating with Partners"
- Determine how to measure the success of your new policy: establish desired outcomes, establish realistic benchmarks (e.g. a 10% increase in school activities that celebrate diversity).

STAGE 4: MONITORING, EVALUATING AND REVISING POLICY

- Set up a committee of a cross-section of partners to assess effective=ness of policy/regulations/procedures
- Determine method(s) for gathering feedback
- Establish time parameters for review: after 6 months of implementation of new policy, then another 6 months, and eventually on a yearly basis
- Committee reviews effectiveness of new policy/regulations/procedures
- Possible revisions are taken back to organization for ratification
- Continue to keep all partners informed of results reviews/revisions and future revision dates
- Complete a systematic review of policy every 3 – 5 years or as needed
- Plan to celebrate the Implementation of new policy
- Continue to keep all partners informed of results of any follow-up reviews/revisions as they occur during a 5-year period of monitoring, evaluation and revision

TOOL KIT APPENDIX C: Communicating with Stakeholders

Stage 1: Policy Initiation – Communicating With Education Partners

These suggestions provide some things to consider when planning who you may wish to communicate with and what to consider when creating various ways to communicate your message regarding policy initiation and intent. Communicate through some or as many of the possible ways suggested here:

- Clearly but simply outline intent regarding policy writing activities and crucial time lines for steps in the process.
- Policy development requires a commitment to exploring issues and acting in ways intended to be:
  - Make it very clear to all education partners that their participation/input is greatly needed.
  - Send notes home to parents along with other communication from the teacher.
  - Include simple, concise, easy to read article in school monthly newsletters early in the school year.
  - Write a positive article about the schools and include the information with the article.
  - Use pictures or other illustrations to help convey your message.
  - Have school with higher grade level sponsor an "information night" and invite parents and other community members. Students in lower grades could make posters to distribute in their community.
  - The information could be part of the Principal's message for each school.
  - Find out which other organizations in the community (e.g. ATA Local) have newsletters and include your information in as many of them as possible.
  - Address parent and other significant organizations with a brief presentation outlining your intents.
  - Create some kind of motto/logo to give your policy writing intentions more impact and recognition. Use this with all of you communications.
  - Make a link to students and the need to constantly improve their learning environments by creating safe, caring and inclusive communities.

TOOL KIT APPENDIX C: Communicating With Stakeholders

Stage 1: Policy Initiation – Planning Sheet, Identifying Community Partners

This check sheet is meant to serve as a guide for identifying all stakeholders, including parents, students, community business representatives, the school board, school administrators and other members of the public to be consulted in Stage 1.

Sources for members	Possible contact persons
School board members	
School administrators	
ATA Local Council	
School staff	
Students	
Youth groups	
Parents	

Business/industry	
Legal council	
Service organizations	
Government officials	
Professional organizations	
Non government organizations	
Church/religious groups	
Social service agencies	
Cultural/ethnic groups	
Others:	

TOOL KIT APPENDIX C: Communicating With Stakeholders

Stage 2: Policy Development – Sample Community Stakeholder Policy Feedback

Policy Review Listings

- Policy development and review is guided by Board Policy CH.BP Framework – Policy Development and Review.
- All existing policies and regulations are reviewed approximately every five years or as required.
- Edmonton Public Schools will post proposed new policies or changes to existing policies) on this website and invites input on the effects of changes.

Policy Feedback

A **listing** of policy reviews open for stakeholder input is posted to this website. Each policy under review has an online stakeholder feedback from anyone wishing to provide input on that policy. Depending on the nature of the policy revision or issues surrounding a policy, the stakeholder feedback form may be open-ended or consist of a series of questions. In addition, some policies will have targeted stakeholder consultation meetings to seek input. Submissions will not receive a response, however the input we receive will be analyzed and considered during policy review and development.

The administration will draft a recommended policy for board consideration based on analysis of research and related legislation as well as consideration of stakeholder input received. All policies submitted to board for approval will have three readings. Normally, no more then two readings will be given at any one board meeting. **A list of board policies scheduled for board approval** may be accessed for review. When the board of trustees gives final approval to a new policy or a revision to an existing policy, the policy is updated to the **Board Polices and Regulations** and will be posted on our website under **New Policies and Regulations**.

Stakeholder Notification

If you would like to sign up for automatic notification of policy and regulation changes on this website, please send a request to **Manon.Fraser@epsb.ca** and provide your current email address. Please inform us if your email address changes or if you would like to be removed from our notification list.

Further information on policies and administrative regulations can be obtained by calling the Board Office at (780) 429-8021.

Source: Edmonton Public Schools website: retrieved on March 26, 2008

TOOL KIT APPENDIX D: Sample Policies, Sample Philosophical/Value Statements

Sample Policies

Edmonton Public Schools policy GGAB.BP   Multicultural Education
http://www.epsb.ca/ourdistrict/policy/g/ggab-bp/

Edmonton Public Schools Administrative Regulation GGAB.AR   Multicultural Education
http://www.epsb.ca/ourdistrict/policy/g/ggab-ar/

Calgary Board of Education Administrative Regulation 6031 - Safe and Secure School Environments
http://www.cbe.ab.ca/GovernancePolicies/AR6031.pdf

Sample Philosophical/Value Statements

Mission Statement of Rocky View School
http://www.rockyview.ab.ca/jurisdiction/mission-vision-beliefs

Foothills School Division - Mission Statement, Core Values and Guiding Principles
http://www.fsd38.ab.ca/board-of-trustees/mission-statement-core-values-guiding-principles/

TOOL KIT APPENDIX E: Contacts and Useful Links

Alberta Human Rights Commission
Northern Regional Office
Room 800, Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta T5J 4R7
Phone: (780) 427-3116
Fax: (780) 422-3563

Southern Regional Office
200 JJ Bowlen Bldg
620-7 Avenue S.W.
Calgary, AB T2P 0Y8

Alberta Lotteries Fund
Phone: (800) 642-3855
Fax: (780) 447-8903
50 Corriveau Avenue
St. Albert, Alberta T8N 3T5
General Inquiries
Phone: (780) 447-8600 (Dial 310-0000 for toll-free access)

Alberta School Boards Association
Edmonton Office (Barnett House)
11010 142 Street NW
Edmonton, AB TN 2R1
Phone: (780) 447-9400
Fax: (780)455-6481

Calgary Office (SARO)
3016 5 Avenue NE Suite 108
Calgary, AB T2A 6K4
Phone: (403) 265-2672 Elsewhere in Alberta: 1-800-232-7208
Fax: (403) 266-6190

Catholic Social Services
www.catholicsocialservices.ab.ca
See: Find Programs by Service, Find Programs by Need, Find Programs by Location

AUMA (Alberta Urban Municipalities Association)

www.AMUA.ca
Phone: (780) 433-4431
Toll-free within Alberta: 310-AUMA (2862)
HR Helpline 1-800-605-8372
Canadian Race Relations Foundation
4579 Yonge Street, Suite 701
Toronto, ON M2N 6N4
Phone: (416) 952-3500   1-888-240-4936
Fax: (416) 952-3326 1-888-399-0333
Email: info@crr.ca

University of Calgary Diversity Toolkit Site
Faculty of Education
University of Calgary
www.ucalgary.ca/dtoolkit/

Multicultural Health Brokers Cooperative
9538 107 Avenue
Edmonton, AB T5H 0T7
Phone: (780) 423-1973
Fax: (780) 428-2748
Email: mchb@mchb.org
www.mchb.org

Centre for Race and Culture
9538 107 Avenue
Edmonton, AB T5H 0T7
Phone: (780) 425-4644
Email: info@cfrac.ca
www.cfrac.com

Prairie Centre of Excellence for Research on Immigration and Integration (PCERII)
1-17 Humanities Centre, University of Alberta
Edmonton, AB T6g 2E5
Phone: (780) 492-6600
Fax: (780) 492-2594
Email: pcerii@ualberta.ca
www.forcedmigration.org

Public School Boards Association of Alberta
Phone: (780) 479-8080 (toll-free within Canada 1-800-661-4605)
Fax: (780) 477-1892
www.public-schools.ab.ca