



XXXX: EQUITY, DIVERSITY, AND INCLUSION (AP)

Revised May 9, 2023

BACKGROUND

All members of School District 70 Pacific Rim have the right to expect that policies, procedures, programs and communications are inclusive and equitable; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The Board expects that all students, staff, and members of our school communities will:

- adhere to a code of conduct that is educative, preventative and restorative in practice and response;
- foster school cultures that are responsive to the diverse social and cultural needs of individuals and groups;
- understand how characteristics of diversity impact the access to, and outcomes of, education;
- recognize the injustices of marginalization, advocate for social justice and promote human rights; and
- participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging.

PROCEDURAL REGULATIONS

1. Conduct

1. All students, employees, contractors, visitors, and other users of school district facilities shall be required to conduct themselves in accordance with Board policies. Conduct which is not consistent with Board policy shall not be tolerated by the Board.
2. In order to support the Board's commitment to creating an environment which is consistent with the Human Rights Code, the Board will ensure that:
 - i. All facility users shall be informed of these policies.
 - ii. All schools shall include in their School Code of Conduct clear statements and rules reflecting the Board's commitment as expressed in its policies.
 - iii. Conduct consistent with this policy is considered to be an expectation of employment for all staff.
 - iv. Allegations of discrimination will be reported to the school principal in the case of students, and to the immediate supervisor in the case of employees.



2. Personnel Hiring and Promotion

1. The Board is committed to providing equal employment opportunities consistent with the B.C. Human Rights Code. The Board also recognizes that promoting diversity in the hiring of its employees provides positive modelling for students and the community.

3. Curriculum and Student Programs

1. The Board endorses curricular goals and learning objectives that provide students with the necessary knowledge, skills and attitudes to contribute to a society that is free of discrimination, and which will allow students to deal constructively with intolerance and discrimination that they may encounter in their daily life experiences.
2. The district is committed to the development and use of instructional resources which reflect the history and contributions of minority groups in Canada.
3. The district shall support education programs which are directed toward the elimination of racism and discrimination in the school district by promoting and encouraging universal recognition of and respect for basic human rights and fundamental freedoms for all.
4. The district shall support multicultural, anti-racist, sexual-orientation and gender-identity, and human rights education integrated into curricula.
5. The district will continue to review new and existing curricula, curriculum materials, and other resources for bias.
6. The district shall support, as appropriate, the learning and use of heritage language in schools.
7. The district shall provide students with appropriate guidance and career counselling which recognizes the particular needs of diverse community groups.
8. Teachers are responsible for ensuring that the curriculum resources they use have received appropriate approval, and do not promote discrimination or intolerance contrary to the B.C. Human Rights Code.

4. In-service: Diversity in Schools

1. The Board and employees need to be challenged to find ways to achieve the continuing goal to eliminate racism and discrimination.
2. In-service should include both teaching and non-teaching staff. When appropriate, parents and the community should participate.
3. Where feasible, in-service regarding a specific culture should be provided by a person of that culture.
4. In-service programs should include such topics as Multicultural Education, Anti-racism, Sexual-orientation and Gender-identity (SOGI), Cross-Cultural Issues, Human Rights, Valuing



Diversity and Intervention Strategies.

5. Newly hired employees should receive in-service on multiculturalism and human rights.

5. Assessment and Placement of Students

1. The Board expects that decisions regarding student assessment and placement will be based upon bona fide consideration of a student's educational needs, aptitudes and abilities, and it will not tolerate discrimination in the provision of instructional programs and services contrary to the B.C. Human Rights Code.
2. Students from minority groups require particular consideration with respect to assessment, evaluation, reporting, placement, and communications with parents.
3. All assessment and placement practices and procedures should be free from ethnocultural bias.
4. All parents should be made aware of the appeal procedures available to them regarding student assessment and placement decisions.

6. Home, School, and Community Relations

1. The Board is committed to effective communications among parents/guardians, school and community members. Concerted efforts will be made to consult, inform and involve parents and communities of diverse ethnicities and languages.
2. Schools shall include strategies for improving communications and involvement of diverse groups in their school goals.
3. The district will provide, as feasible, appropriate interpretation and translation services.