

NON-DISCRIMINATION

Background

The District believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, gender, sexual orientation, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Human Rights Act* and the *B. C. Human Rights Code* shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of respect and tolerance for individual differences.

This practice of non-discrimination shall prevail in all matters of instruction and course selection: in employment, promotion, and assignment of staff; in providing access to facilities; in the choice of instructional materials and the provision of career guidance and counselling; and in all matters pertaining to community relations. Specifically, the District will not tolerate hate crimes and propaganda, and will vigorously enforce administrative procedures dealing with such matters.

The District acknowledges the racial, gender and cultural diversity of the communities that it serves. Under Canadian laws, all people have the right to their fundamental freedoms and protection from discrimination, sexism and racism.

The District supports the elimination of direct and systemic discrimination, sexism and racism. The District recognizes sexism and racism as are a form of discrimination that robs society of the full participation of its members.

The District reaffirms its commitment to promote gender equality, the elimination of discrimination and the support of educational and employment equity. Furthermore, the District supports the development, implementation and evaluation of procedures, programs and services that promote and support the principles of Inclusion, Diversity, Multicultural and Anti-Racism Education.

The District also acknowledges that all members of the school community; staff; students, parents and other stakeholders, share the responsibility for creating a welcoming and inclusive environment which honours and respects everyone. It is the District's responsibility to support all members in their efforts to create a welcoming and inclusive environment for all.

In recognition of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Code* and the *B.C. Multiculturalism Act*, the District accepts its responsibilities in promoting the spirit of the legislation. Additionally, the District recognizes that the principles of Multicultural and Anti-Racism Education are also embedded in the *Indigenous Education Enhancement Agreement* to which it is committed.

The District is committed to:

- Providing human, material and financial resources to support Inclusive, Multicultural and Anti-Racism procedures;
- Eliminating ethnocentrism, prejudice, stereotyping, discrimination, sexism and racism in any form;

- Ensuring that all schools' Codes of Conducts make explicit reference to the prohibited grounds of discrimination in the BC Human Rights Code;
- Developing and supporting an environment that affirms, respects, reflects and celebrates the gender, racial, ethno-cultural and religious diversity of our society;
- Supporting employment equity, through the provision of effective processes to recruit, retain and develop all staff regardless of the gender, sexual orientation, race, colour, ancestry, national or ethno-cultural origin or religion;
- Supporting educational equity* through the provision of quality programs for all learners regardless of their gender identity, race, colour, ancestry, national or ethno-cultural origin or religion;
- Creating a workplace environment that values and welcomes diversity.

Definitions

Discrimination is unfair, unequal and differential treatment of individuals and/or groups often based in prejudice; in particular prejudice based on race, gender, class, religion, age, ability, sexual orientation or ethnicity. Discrimination can include overt differential treatment and create barriers to prevent access or opportunity such as through procedures and practices that exclude and/or limit people or groups.

Prejudice/Bias + Action = Discrimination.

Inclusion/Inclusive describes any effort to include people and value the diversity of their differences, so that they are able to participate as valued, respected and contributing members of society/community/organisation. In education, inclusion means all members of a school community (students, staff and parents) have equal access to the resources of their community and the opportunity to participate in all areas, regardless of their race, gender, social class, religion, sexual identity, sexual orientation or other dimension of diversity. An Inclusive organization will reflect their communities' diversity.

Systemic Discrimination occurs when the procedures and practices of the organization/community/society overtly or covertly prevent access, limit or exclude specific individuals and groups for full participation in the organization/community/society.

Procedures

1. Building and Maintaining Community

- 1.1. The District values dialogue with all parent, student and community groups. The collaboration is important for the creation of effective educational procedures, programs and services. The District recognizes that special efforts may be needed to involve parents because of differing cultural assumptions and histories related to education. Additionally, the District recognizes the need to create an inclusive environment in which all parents and students from various linguistic and cultural backgrounds feel welcome and can contribute.
- 1.2. The District is committed to providing opportunities for diverse communities in order to develop equity in education and create an environment free from discrimination and shall:
 - 1.2.1. Facilitate discussions with diverse communities and provide translation and interpretation as needed to facilitate these discussions;
 - 1.2.2. Provide opportunities for all communities to enhance their awareness, knowledge and understanding of discrimination;

- 1.2.3. Ensure that specialized staff, such as Indigenous Education Staff, work collaboratively with all members of the school community to provide services according to community needs;

2. Honouring Language

- 2.1. The District recognizes the role of language in learning. The District values language learning opportunities and affirms the importance of the learner's first language. The District also recognizes the power of language to create inclusion or exclusion.
- 2.2. The District is committed to creating a climate of respect for the linguistic diversity of the community and language that honours and creates inclusion of all and shall:
 - 2.2.1. Continue to recognize and value the importance of first language(s) and prior educational experiences of students;
 - 2.2.2. Support the development and implementation of additional language programs;
 - 2.2.3. Develop communication strategies that will assist and inform parents in their first language about their children's progress;
 - 2.2.4. Ensure that all efforts are made to use inclusive and welcoming language that respects the diversity of its communities.

3. Inclusive and Multi-Centric Curriculum

- 3.1. The District recognizes that curriculum must present a global view of society from diverse perspectives that include the experiences and achievements of culturally diverse groups. The perspectives of all cultural groups must be included to encourage all students to develop pride in their own identity and to value the cultural identities and ancestries of others.
- 3.2. Examination and modification of existing curricula are required to eliminate gender, racial, ethno- cultural and religious discrimination. An effective curriculum development process is one that is collaborative and supportive of educational equity.
- 3.3. The District is committed to developing and implementing bias-free curricula and shall:
 - 3.3.1. Support equitable access to quality programs for all learners;
 - 3.3.2. Develop and implement new inclusive curricula designed to eliminate discrimination;
 - 3.3.3. Develop and implement multi-centric approaches to curriculum and delivery;
 - 3.3.4. Select learning resources to eliminate negative cultural biases;
 - 3.3.5. Select learning resources that reflect the experiences and contributions of our diverse society.

4. Equitable Assessment, Evaluation and Placement

- 4.1. The District recognizes that the assessment and evaluation process must be multi-faceted in order to provide a comprehensive understanding of what students are capable of achieving. The previous experiences, knowledge and cultural and linguistic background of all students must be considered.
- 4.2. All staff members share the responsibility for creating a welcoming and inclusive environment which honours and respects the diversity of all students. The District and

school-based reception process needs to support assessment and evaluation procedures that are appropriate for each student.

4.3. The District is committed to developing, implementing and evaluating processes for assessment, evaluation and placement that accommodate cultural differences and shall:

4.3.1. Examine and monitor practices in assessment, evaluation, placement, engagement and tracking of students to support the principles of Inclusive, Multicultural and Anti-Racism Education;

4.3.2. Ensure that parents are adequately informed about assessment and evaluation procedures and involved in placement decisions.

5. Implementing Staff Development

5.1. The District recognizes that general staff development on Gender Equity, Multiculturalism, Diversity and Anti-Racism is fundamental to creating organizational change. All staff members need the knowledge, skills and attitudes to understand and accommodate diversity and difference. Additionally, specific staff development is crucial to understand and accommodate diverse learning and communication styles. An effective staff development program on Gender Equity, Multicultural and Anti-Racism Education will promote the academic, social and emotional growth of all students.

5.2. The District is committed to providing in-service training opportunities for all employees to enhance their awareness and competence in working effectively with people of diverse backgrounds.

6. Equitable and Inclusive Employment Practices

6.1. The District recognizes that effective employment practices remove barriers to fair and equitable hiring, promotion and training opportunities. Furthermore, the District recognizes that in removing barriers and practicing equitable and inclusive employment practices it would ensure that the organization is reflective of the communities it serves.

6.2. The District is committed to developing employment practices that are consistent with the principles of diversity and shall:

6.2.1. Provide equitable access to employment opportunities and fair treatment in the workplace;

6.2.2. Develop recruitment, interview, selection, training and promotion practices and procedures that identify and remove barriers;

6.2.3. Monitor and examine applications, selections processes, recruitment, retention and progression of all employees.

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act
Human Rights Code
Multiculturalism Act
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Criminal Code of Canada
Collective Agreements

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