



EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016 Revised Date: Responsible Administrator: Associate Superintendent Ed. Services

1.0 RATIONALE

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, caring, respectful and safe working and learning environment for all students and employees.

The Board believes that each student and staff member has the right to learn and work in an environment that respects diversity and promotes equity, inclusion and human rights.

The Board believes that all members of a school community share the responsibility to foster respect for diversity and promote equity, inclusion and human rights.

2.0 PROCESS

The Superintendent or designate will be responsible for maintaining this Administrative Practice and its operation.

3.0 GUIDELINES

3.1 Definitions:

Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

Discrimination: negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

Inclusion: is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Policy E/I/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice: SS 8: Student Conduct



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Intimidation: intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community: students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

3.2 Principals shall:

- 3.2.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments that acknowledge and promote understanding, respect and the recognition of the diversity, equity, inclusion and human rights of all students and families within the school community;
- 3.2.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour and an understanding and appreciation for diversity, equity and human rights;
- 3.2.3 provide equity of opportunity, and access to programs, services, and resources to support all students in realizing their full potential;
- 3.2.4 receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying, whether they occur in person or in digital form, on or off school property;
- 3.2.5 create a clear reporting and investigative process and a safe environment for students, parents/guardians, staff and members of the school community to bring concerns forward in a timely manner;
- 3.2.6 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
- 3.2.7 establish and maintain a written student code of conduct;

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
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- 3.2.8 hold everyone under their authority accountable for their behaviour and actions such as discrimination, intimidation or bullying; and work with staff, students and families to provide supports and resolve issues and concerns in a timely fashion.
- 3.3 Teachers shall:
 - 3.3.1 help all students work to their full potential and develop their sense of self-worth;
 - 3.3.2 assist students to be empathetic leaders in their classroom, school and community by building positive social, leadership and resiliency skills;
 - 3.3.3 maintain standards of behaviour for all students to contribute to a positive school climate;
 - 3.3.4 communicate regularly and meaningfully with parents/guardians and report incidents of discrimination, intimidation and bullying, to administration and assist administration when conducting an investigation into such incidents.
- 3.4 Students and families play an important role in creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments.
- 3.5 Students, parents and guardians have the responsibility to meet the expectations as outlined in Policy F/IV/7 - Student Conduct and Administrative Practice Student Services 8 - Student Conduct.

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