

## **4075 Diversity and Inclusion**

Policy 4075                      STATUS: In Development

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### *DIVERSITY AND INCLUSION*

Board Approved:

Last Revised:

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#### Description:

Diversity and Inclusion practices in SD 59 Peace River South are based on the principles of respect, acceptance, safety and equity. This policy complies with district policies, codes of conduct, BC Human Rights Code and the School Act.

The Board of Education of SD 59 recognizes that visible and invisible minorities exist and the Board of Education is committed to creating an inclusive and equitable environment for all who learn and work here.

The Board of Education recognizes there needs to be specific planning in order to ensure equity for the following students:

- Aboriginal (Indigenous) Students;
- Students with Diversities (significant learning needs, English Language Learners);
- Students with diverse sexual orientations, gender identities and expressions.

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All members of SD 59 Peace River South have the right to expect that policies, regulations, processes, programs and communication are inclusive and respectful. Consideration will be given to visible and invisible diversities including but not limited to: race, ability, sexual orientation, gender identity, religion, culture and socio-economic status.

There is an expectation that all members of the school community will:

- Adhere to a code of conduct that is educative, preventive 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 the characteristics of diversity impact the access to, and outcomes of, education;
- Recognize the injustice of marginalization and promote human rights; and
- Participate in the ongoing development of practices that promote equitable treatment for everyone, cultivating mutual respect and a sense of belonging.

There is an expectation that specific and intentional planning occurs in order to ensure equity for the following students:

- Aboriginal (Indigenous) Students:
  - As we strive to create racism free environments in our schools we must recognize that racism is pervasive in our society and present in our schools. Without that recognition, we deny the lived experience of aboriginal (indigenous) students and other students, staff and community members. We must ensure that our practices in the district do not perpetuate stereotyping, discrimination, or inequality. Creating a racism free environment requires:
    - Knowledge of the stereotype assumptions and practices which can operate in the classroom, hallways and school grounds (explicit bias);
    - Self -awareness of the ways in which we, as individuals, may perpetuate these stereotype assumptions and how they impact our decisions and actions (implicit bias)
    - Development of skills necessary to challenge racism through the honouring of diversity;
  - School district personnel will acknowledge Treaty 8 Territory at the opening of important functions;
  - The district will ensure that the Aboriginal Education Department continues to provide a program that is above and beyond K-12 education and constantly monitors achievement data to address any areas of inequity:

- Partnerships are maintained between Saulteau First Nation, Moberly First Nation, the Metis community and all of our aboriginal families.
- Students with Diversities (significant learning needs, English Language Learners):
  - Advocate for each student's success through respectful support, recognition of individual learning needs and preparation for life-long learning in the development of individual educational or learning plans;
  - Placement in the learning environment that best supports growth to independence;
  - Ensure a collaborative planning model as a means to align our practices to support student learning.
- Students with diverse sexual orientations, gender identities and expressions
  - Right to privacy;
  - Rights to determine their own name and pronouns;
  - Right to use whichever washroom they choose including washrooms in schools that do not indicate gender;
  - Support and advocacy for students;
  - Education: provide information, resources etc.