

AP 170 – DIVERSITY AND ANTI-DISCRIMINATION

The District recognizes the multicultural diversity of our society and the contributions made by the various cultures within the community. The District is committed to providing an educational environment that promotes respect for the dignity and rights of all ethnic and racial groups and an appreciation of the cultural heritages of all people.

The goal of the District is the promotion of positive human interactions, including interactions which are free from diverse attitudes based upon race, ethnic roots, national origin, or religious affiliation.

To this end, the resources of the District shall be reasonably applied toward the realization of effective multicultural education and the elimination of social forces which promote divisive attitudes. The objectives of the District are as follows:

- The development of positive attitudes towards self and others through the fostering of mutual understanding, respect and acceptance among students and staff.
- The development in staff of the applied skills necessary to evaluate instructional materials and to identify, select and utilize content which avoids divisiveness and antagonism between various group.
- The development within the basic curriculum of activities which encourage appreciation of our community's cultural heritage.
- The provision of facilities, staff and resources and the development of programs to ensure that the needs of all students are met.
- The acceptance of a norm of constructive intervention whenever incidents of propagandist or prejudicial nature occur, thereby reinforcing the principle that discriminatory behavior is not acceptable.

Procedures

1. The Superintendent will ensure that representatives of the diverse community shall be involved in community relation activities within the District (e.g.: committees, discussion).
2. Work Site Administrators and Department Heads are responsible for the development, implementation and evaluation in each school of an action plan to ensure education in diversity issues. (i.e. multiculturalism, anti-racism, homophobia, sexism, Aboriginal and disability issues).
3. Staff Development
 - 3.1 Work Site Administrators and Department Heads will ensure that staff development takes place to acquire the necessary knowledge, skills and attitudes to identify and respond effectively to discrimination and harassment.

- 3.2 The Superintendent will ensure that students and staff have a knowledge and understanding of their responsibilities in the implementation of Administrative Procedure 170 – Diversity and Anti-discrimination.

4. Language

- 4.1 There will be provision for challenge and equivalency mechanisms for assessment whenever possible.
- 4.2 There is a recognition and value of the importance of first language(s) and prior educational experiences of students. Student activities are to include those, which encourage pride in one's heritage and first language(s).
- 4.3 Communication strategies will be developed that will assist and inform parents in their first language about their children's and youth's progress, whenever possible. Language is not to be a barrier to parent participation in schools.
- 4.4 The District will maintain an up-to-date list of interpreters for each school.

5. Employment Practices

- 5.1 There will be provision for equitable access to employment opportunities and fair treatment in the workplace. All groups should be encouraged to apply for employment.
- 5.2 Recruitment, interview, selection, training and promotion practices and procedures that remove barriers and have bona fide criteria for employment will be developed in an effort to have staff population reflective of the student population.

6. Community

- 6.1 Discussion will be facilitated with diverse communities and provide opportunities to enhance their awareness, knowledge and understanding of discrimination and harassment.

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act
Human Rights Act
Workers' Compensation Act
Occupational Health and Safety Regulation

Adopted: February 21, 2001
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