



AP 1-300 – RESPECT FOR HUMAN DIVERSITY AND EQUITY EDUCATION

1. GENERAL PHILOSOPHY

- 1.1. The Western School Division is committed to an educational philosophy that recognizes the fundamental equality of all people. It supports and facilitates the acceptance, respect and appreciation for all people and their individual characteristics or others' perception of their characteristics, as well as their commonalities and differences.
- 1.2. Respect for Human Diversity and Equity Education is the process of making education reflect a belief of the fundamental equality of all people, irrespective of ancestry, nationality, ethnic background, religion or creed, age, sex, gender identity, sexual orientation, family status, socio-economic status, physical or mental disability.ⁱ Learning environments present opportunities to educate students about diversity and the benefits and advantages for all, as well as nurture fair and equal participation, interdependence, and appreciation for the contributions of all.
- 1.3. Respect for Human Diversity and Equity Education endeavours to prepare students with the knowledge and skills to function socially, emotionally, politically, and economically in Canadian society. All students will be provided with opportunities to:
 - develop a positive self-image;
 - become contributing members of Canadian society;
 - enjoy equal rights and opportunities in a diverse and inclusive learning environment.
- 1.4. The Western School Division is committed to meeting the diverse needs of all learners.
- 1.5. Respect for Human Diversity and Equity Education is an integral part of all school programming within the established outcomes of the curricula approved by Manitoba Education.

Components of Respect for Human Diversity and Equity Education may include topical content. Western School Division is committed to respecting diversity and equity, and invites dialogue between teachers, parents, and students around different points of view.

2. DEFINITION: DIVERSITY AND EQUITY EDUCATION

- 2.1. Diversity encompasses all the ways in which human beings are both similar and different. It means understanding and accepting the uniqueness of individuals, as well as respecting their differences. Diversity may include, but is not limited to ancestry, nationality, ethnic background, religion or creed, age, sex, gender identity, sexual orientation, family status, socio-economic status, physical or mental disability.ⁱⁱ
- 2.2. Equity refers to the provision of equitable opportunity, equitable access to programming, services, and resources critical to the achievement of outcomes for all students and the staff who serve them. Equity and equality are not necessarily synonymous, as equity can be achieved through unequal means.

3. GOALS OF DIVERSITY AND EQUITY EDUCATION

- 3.1. The general goals of Respect for Human Diversity and Equity Education in The Western School Division shall include:



- a) The development of an understanding of, and respect for, the individual's identity;
- b) The development of understanding and respectful attitudes toward diversity within our communities;
- c) The development of an understanding of, and respect for, the identity of others in a diverse society; and
- d) The development of safe and caring school environments, which help enable individuals excel and achieve their personal best.

4. CURRICULUM AND INSTRUCTION

- 4.1. The Western School Division is committed to providing students with the opportunities to acquire the knowledge, skills, attitudes, and values necessary to live in and contribute to a complex and diverse world by:
- a) Ensuring that the principles and practices of Respect for Human Diversity and Equity Education permeate teaching and learning in all subject areas; and
 - b) Ensuring that teaching and learning resources accurately reflect Canada's diverse communities.

5. ASSESSMENT AND PLACEMENT

- 5.1. The Western School Division is committed to assessment and programming decisions that are mindful to students' diverse backgrounds, including personal and/or family experiences by:
- a) Assuring bias does not limit a student's access to programming, opportunities, and placement and that such decisions be evidence based;
 - b) Ensuring that parents/guardians are able to consider and make informed choices about their child's educational program and in cases where students are 18 years or older that they are provided with support and opportunities to make informed choices about their educational programs; and
 - c) Providing ongoing assessment, programming, and placement decisions that meet individual student needs and offer opportunities for students to reach their potential.

6. STAFF DEVELOPMENT

- 6.1. The Western School Division is committed to providing learning opportunities and training for all employees to enhance their competencies and sensitivity in working effectively with students, parents, staff and community members of diverse backgrounds. Staff development pertaining to bullying prevention and respect for human diversity and equity in a positive environment is encouraged.

7. SCHOOL-COMMUNITY PARTNERSHIPS

- 7.1. Effective school-community partnerships involve representation and active participation from the members within the community. This participation allows for the inclusion of and facilitates the exchange of diverse perspectives, ideas, experiences, and the identification of the needs, which will enhance educational opportunities for all learners.



- 7.2. The Western School Division recognizes the need to create an inclusive environment in which all students, parents, staff and community members from diverse backgrounds feel welcome and included.
- 7.3. The Western School Division shall continue to support relationships that promote effective participation in the education process by:
 - a) Encouraging parent advisory councils, school based parent-teacher committees and parent centres to be reflective of the diverse communities they serve;
 - b) Ensuring communication with parents and community partners is respectful of persons' individual characteristics;
 - c) Providing opportunities for the school community to enhance their mutual understanding of, and respect for diversity;

8. STUDENT ACTIVITIES AND ORGANIZATIONS

Schools must accommodate students who want to establish and lead activities and organizations that promote a positive school environment that is inclusive and accepting of all students. AP 1-301 contains guidelines and procedures for starting a student club or activity. Ref: PSA 41. (1.8 a and b)

9. RESPONSIBILITIES

- 9.1. The Superintendent, or designate, shall be responsible for ensuring the implementation of this policy.
- 9.2. The senior administration shall ensure members of their departments implement the general goals of the Respect for Human Diversity and Equity Education policy.
- 9.3. The principal shall play a leadership role and be responsible for ensuring that the general goals of the Respect for Human Diversity and Equity Education policy are implemented in the school.
 - a) Principals shall be responsible for providing assistance to the instructional staff in the development of an awareness of Diversity and Equity Education, appropriate instructional strategies, assessment and resources.
- 9.4. Human resource practices shall reflect the spirit of the Respect for Human Diversity and Equity Education policy, eliminating bias and being culturally sensitive.
- 9.5. All employees shall be responsible for ensuring that their practices and conduct are consistent with the general philosophy and goals of Diversity and Equity Education.
- 9.6. Parents and guardians play an important role in their child(ren)'s understanding and respect for and of human diversity. Parents have the responsibility to encourage their child(ren) to conduct themselves in ways that contribute to a safe and inclusive school environment.
- 9.7. All students shall be responsible for monitoring their own interactions and conduct in way that ensure a welcoming, safe and inclusive school environment; particularly toward those previously identified as being at higher risk for bullying or discrimination.



10. DEALING WITH DISCRIMINATION

- 10.1. An investigation will be conducted on all complaints of discrimination. Depending on the nature of the incident of discrimination, the investigative responsibility may lie with a school, the School Division, or an external party.
- 10.2. Persons found to be involved with or responsible for discriminationⁱⁱⁱ will be subject to corrective and/or disciplinary action, up to and including dismissal or expulsion.

11. AUTHORITY

11.1. The Respect for Human Diversity and Equity Education procedure supports, is congruent with, and to be implemented in correlation with existing Western School Division policies, regulations, and procedures which support a safe and respectful learning environment and workplace, including but not limited to:

- Freedom from Violence (AP 1-400)
- Employee Violence Prevention Regulation (AP 1-401)
- Freedom From Harassment (AP 1-500)
- Freedom from Harassment - Administrative Complaint Procedures (AP 1-501)
- Student Conduct in School buses (AP 4-410 and 4-411)
- Staff Ethics (AP 5-400)
- Appropriate Education Programming (AP 3-201)
- Learning Resources (AP 3-700)
- Library Materials Selection and Adoption (AP 3-701)
- Assessment, Evaluation and Reporting (AP 3-400)
- Public Complaints About Learning Resources (AP 3-702)
- Student Conduct (AP 2-400)
- Student Discipline and Suspension (AP 4-402)
- Threatening Behaviours (AP 2-320)
- Advertising in the Schools (AP 2-502)

11.2. The development and implementation of Western School Division's Respect for Human Diversity and Equity Education policy complies with requirements to do so as per clause 41 (1) (b.4) of the Manitoba Public Schools Act, and in response to S.M. 2013, c. 6, Bill 18, 2nd Session, 40th Legislature, The Public Schools Amendment Act (Safe and Inclusive Schools).

11.3. The Western School Division's Respect for Human Diversity and Equity Education policy was drafted mindful of and in the spirit of the following pieces of legislation:

- i. Canadian Charter of Rights and Freedoms
- ii. Manitoba Human Rights Code
- iii. Public Schools Act

Adopted: June 2014

ⁱ Noted characteristics are based those characteristics identified with *The Manitoba Human Rights Code. 9 (2)*.

ⁱⁱ Noted characteristics are based those characteristics identified with *The Manitoba Human Rights Code. 9 (2)*.

ⁱⁱⁱ "Discrimination", as defined within Section 9 (1) of The Manitoba Human Rights Code means:

- a) Differential treatments of an individual on the basis of the individual's actual or presumed membership in or association with some class or group of persons, rather than on the basis of personal merit; or
- b) Differential treatments of an individual or group on the basis of any characteristic referred to in subsection (2); or
- c) Differential treatment of an individual or group on the basis of the individual's or group's actual or presumed association with another individual or group whose identity or membership is determined by any characteristic referred to in subsection (2); or
- d) Failure to make reasonable accommodation for the special needs of an individual or group, if those special needs are based upon any characteristic referred to in subsection (2).