



## POLICY 2.60 RESPECTFUL LEARNING AND WORKING COMMUNITIES

The Board of Education recognizes and values the diversity found within its communities and believes that each individual contributes to the strength of the district's culture so all members of the school community learn and work together in an atmosphere of respect and safety, free from discrimination, harassment and/or exclusion.

Accordingly, educational programs, student and adult behaviours, and district operations should promote positive interactions and be free from divisive actions and attitudes based upon: Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression or age, of that person.

The Board further expects that every individual in its care or employ, is treated with respect and understanding within their learning and working communities.

This policy applies to all members of the school district community including, but not limited to, students, staff, trustees, , parents and caregivers, volunteers, contractors and other persons who are invited to or who work on Board property.

This policy applies to discrimination or harassment that may take place outside of Board property, but which has the effect of or results in adversely affecting the Board's learning and working communities.

This policy seeks to:

- Support inclusion of all students and employees regardless of real or perceived differences as outlined in the *B.C. Human Rights Code*.
- Ensure that learning and working settings are free from discrimination and harassment
- Ensure that communications are free from discrimination and harassment.
- Raise awareness and improve understanding of Human Rights and the lives of all people.
- Define appropriate terms, behaviours and actions in order to prevent discrimination and harassment through greater awareness of/and responsiveness to their harmful effects.
- Promote a systemic response through staff and professional development that strives to identify and address educational practices, policies, and procedures that perpetuate all forms of discrimination.

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Legislative References: *Canadian Human Rights Act; Canadian Charter of Rights and Freedoms;*  
*British Columbia Human Rights Code*

Collective Agreement References: NVTU Collective Agreement Articles A.6.9(d), E.1, E.2, E.26 and E.27;  
CUPE 847 Collective Agreement Article 3

Date of Adoption: June 10, 1998

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- Make resources and support services available and visible for students and staff throughout the schools.
- Act collectively to reduce discrimination and other systemic barriers that are faced by students, families, staff and the community at large.
- Ensure that all complaints are taken seriously and dealt with expeditiously and effectively

The Board will work to ensure:

Education:

- The promotion of opportunities for all staff to increase their understanding of the Canadian Charter of Rights and the *B.C. Human Rights Code*.
- The promotion of opportunities for all staff to increase their awareness of the scope and impact of discrimination and harassment.
- Schools provide age-appropriate activities that promote an understanding of Human Rights and the impact discrimination has on an individual or group.

Safety:

- School and district codes of conduct reflect statements that address the prohibited grounds of discrimination as set out in the *B.C. Human Rights Code*.
- The modelling and teaching of appropriate expectations and behaviours in order to prevent discrimination are everyone's responsibility.
- The district creates support systems for individuals or groups being discriminated against or harassed.
- The district encourages and supports activities promoting respect for human rights and the celebration of diversity.

Learning Resources:

- That current and promising practices, which promote safe and inclusive environments, be identified and shared with school staffs.
- That learning resources, when developmentally appropriate, provide the students with opportunities to become familiar with diversity.
- That staff have the responsibility and are provided opportunities to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing discrimination in schools.
- That learning resources be developed in accordance with the Local Education Agreement.

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*British Columbia Human Rights Code*

Collective Agreement References: NVTU Collective Agreement Articles A.6.9(d), E.1, E.2, E.26 and E.27;  
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