



ADMINISTRATIVE PROCEDURES	
<i>Administrative Procedure Section</i> PUBLIC RELATIONS/ COMMUNICATIONS	<i>Policy Number</i> 706
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ADMINISTRATIVE PROCEDURE TITLE

Valuing Diversity

1.0 ADMINISTRATIVE PROCEDURE

- 1.1 The Board will develop initiatives which integrate and promote respect for diversity.
- 1.2 The Board will endeavour to provide programs, where appropriate, which promote and integrate multiple perspectives, approaches, and resources.
- 1.3 All Board staff will work to ensure equitable access, learning, and achievement for all students.
- 1.4 Students, staff, and parents will use the Catholic world view to critically examine and respond to issues of prejudice, discrimination, racism, gender inequity, homophobia, and other forms of intolerance or oppression.
- 1.5 Assessment, evaluation, reporting, placement, and programming practices will be designed to meet the diverse needs of students.
- 1.6 The Board will endeavour to provide guidance and counselling services which are sensitive to the diversity of student needs.
- 1.7 Board communications, publications, and public relations will be sensitive to the diversity of the communities served and will promote and facilitate parent and community participation.
- 1.8 The Board will seek collaboration with, and active engagement from, parents and other community partners to create and sustain a positive school climate that supports student achievement consistent with Catholic values.

- 1.9 Board employees in leadership positions will be provided with training and resources to promote the valuing of diversity and cultural sensitivity.
- 1.10 The Board will seek to modify and complement the current curriculum to include multicultural content that reflects the histories and practices of the diverse Catholic community it serves.
- 1.11 Teaching staff will draw upon strategies that have been shown to support student success and reduce achievement gaps. Teaching staff will review resources and instruction, assessment and evaluation practices in order to identify and eliminate stereotypes, discriminatory biases, and systemic barriers.
- 1.12 The principles of equity and inclusiveness will be considered and applied in employing progressive disciplinary measures with students, particularly when it is necessary to take into account mitigating and other factors.
- 1.13 Staff and students will utilize the procedures in the Safe Schools Procedures Manual and the Bullying Prevention Manual in order to report incidents of discrimination and harassment safely and to enable the Board to respond in a timely manner.
- 1.14 Principals will monitor the school environment by conducting regular school climate surveys, in accordance with the Ministry's Policy/Program Memorandum No. 144. The school climate surveys will include questions on equity and inclusive education.
- 1.15 Opportunities will be provided for teachers, support staff, administrators, and trustees to participate in training on equity and inclusive teaching practices as well as topics such as antiracism, antidiscrimination, and gender-based violence.
- 1.16 Board and school improvement plans will comply with the Board's equity and inclusive education policy. Board and school improvement plans will focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and provide a respectful and responsive school climate.
- 1.17 The Director's Annual Report will report on the Board's progress in implementing its equity and inclusive education policy.

- 1.18 Board staff will use the Religious Accommodation Guideline in attempting to provide reasonable accommodation for the religious beliefs of students and staff while protecting its denominational rights.
- 1.19 Where a determination has been made that the provision of a religious accommodation would create undue hardship, the person requesting the accommodation will be given written notice from the Superintendent responsible for Equity and Inclusive Education. Such notice will include reasons for the decision and the objective evidence relied upon. The accommodation seeker may appeal such a determination to the Board and may also appeal to the Ontario Human Rights Commission.
- 1.20 Board employees will routinely use dialogue and conciliation as a first step in dealing with any complaints or challenges regarding diversity issues.
- 1.21 All employees will work collaboratively to ensure that practices and procedures throughout the Board are free from discriminatory barriers in the workplace, the learning environment, and all Board operations.
- 1.22 If students submit a written proposal to the principal for a group that can respond to the care and safety of all students, and specifically those dealing with issues related to sexual identity and same-sex attraction it shall be called “Respecting Difference” group and will follow the Ontario Catholic School Trustees’ Association (OCSTA) guidelines for that purpose.

2.0 TERMS AND DEFINITIONS

2.1 CULTURE

Culture is the mix of ideas, beliefs, values, behavioural norms, knowledge, and traditions of a group of individuals who share a historical, geographic, religious, racial, linguistic, ethnic, or social context, and who transmit, reinforce, and modify those ideas and beliefs, passing them on from one generation to another. A culture is the total of everything an individual learns by being immersed in a particular context. It results in a set of expectations for appropriate behaviour in seemingly similar contexts.

2.2 DIVERSITY

Diversity is a term used to encompass all the various differences among people including but not limited to: race, religion, ethnicity, culture, gender, sexual orientation, physical or mental challenges, socio-economic status, age. The term is commonly used in the United States and Canada to describe programs aimed at reducing discrimination and promoting equality of opportunity for all people.

2.3 TOLERANCE

Tolerance is the capacity or the practice of recognizing and respecting beliefs and practices differing from or conflicting with one's own.

2.4 VALUING DIVERSITY

Valuing diversity is to actively seek out, identify, and understand the diversity in schools and communities.

3.0 REFERENCES/RELATED DOCUMENTS

All God's Children, A Report of the Catholic Student Position on the Equity and Inclusive Policy
The Code of Canon Law, Can. 793 (1), 795, 796 (1), 803 (2)
Constitution Act 1867, Section 93
Canadian Charter of Rights and Freedoms
Catechism of the Catholic Church
Equality Rights, Chapter 15 (1), (2), 29
Ontario Human Rights Code
Education Act, Section 52
PVNC Board Religious Accommodation Guide (Appendix A)
Ministry of Education Policy/Program Memorandum No. 119
Ministry of Education Policy/Program Memorandum No. 144, 145
Respecting Differences, A Resource for Catholic Schools in the Province of Ontario

4.0 RELATED ADMINISTRATIVE PROCEDURES

AP-FOI-305, Records and Information Management
AP-HS-402, Workplace Harassment Prevention
AP-HS-406, Accessibility and Barrier Free

5.0 RELATED FORMS

6.0 ADMINISTRATIVE PROCEDURE REVIEW DATE

March 2017

7.0 APPROVED BY BOARD

December 16, 2008

8.0 EFFECTIVE DATE

March 27, 2012

9.0 REVIEW BY

Communication Services
Special Education Services

10.0 LAST REVISION DATE

March 27, 2012