

DISTRICT PHILOSOPHY

Policy 102

Diversity, Equity, and Inclusion

The Board of Education is focused on removing systemic barriers to ensure that each person's needs are equitably recognized and addressed. In doing so, the Board of Education is committed to providing the supports and opportunities individuals require to achieve their fullest potential.

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, antiracism, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous students, families, and employees and is committed to working with Indigenous rights holders to advance these principles.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), [the Canadian Human Rights Act](#), [the Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all members of the school district community work and learn together to develop a deep appreciation of all people.

Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with Indigenous rights holders, Elders, community partners, staff, and students to increase learning and understanding by implementing the [First People's Principles of Learning](#).
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias.
- e. Incorporate policies that support an inclusive and equitable working and learning environment.
- f. Ensure every student, employee, parent/guardian/caregiver, volunteer, and community partner understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- g. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning

Definitions:

Anti-oppression	Seeks to minimize and/or eliminate the harm from unjust experiences and discrimination and equalize power imbalances.
Antiracism	The deliberate act of opposing racism and promoting a society that is thoughtful, inclusive and just.
Decolonization	A process by which non-Indigenous people recognize and accept Canada's colonial history, including how that history impacted and continues to impact Indigenous Peoples. Decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.
Diversity	Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities including thought, perspectives, education, socio-economic status and life experiences.
Equity	The fair treatment of all people, so that the norms, practices, and policies ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances and adjusts and addresses imbalances so that the end result is equal.
Inclusion	The affirmation and appreciation of all identities, the intersectionality of those identities, and the practice of creating environments where all people experience a true sense of belonging.
Intersectionality	The understanding of how forms of discrimination (such as racism, sexism and classism) can combine, overlap or intersect and further impact individuals.
Partner Group	In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for the Canadian Union of Public Employees (CUPE) 716, the Richmond Association of School Administrators (RASA), the Richmond District Parents Association (RDPA), the Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all members of the school community including students, parents/guardians/caregivers, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Reconciliation Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

Systemic Barriers Policies, practices or procedures that perpetuate inequities and result in some people being excluded or receiving unequal access.

Appendix:

[Accessible British Columbia Act](#)

[British Columbia Declaration on the Rights of Indigenous Peoples Act](#)

[British Columbia Government Anti-racism Definitions](#)

[British Columbia Human Rights Code](#)

[BCs K-12 Anti-Racism Action Plan](#)

[British Columbia Tripartite Education Agreement](#)

[Canadian Charter of Rights and Freedoms, \[Subsections 15\(1\) and \(2\)\]](#)

[Canadian Human Rights Act](#)

[Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[Federal Employment Equity Act](#)

[First Peoples Principles of Learning](#)

[Missing and the Murdered Indigenous Women and Girls National Action Plan](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)