



Supporting Information

Appendix A

The concepts of Diversity, Equity, and Inclusion will consider the entirety of the schooling process and will take a comprehensive approach in the following areas with a goal to identify and remove barriers, promote a sense of belonging, and create a culture of collaboration within the LRSD community.

- Governance
- Instructional Services (Teaching and Learning)
- Family and Community Engagement
- Staff Services (Workforce Diversity)
- Accessibility/Universal Access
- Diverse Schools and Learning Opportunities
- Clinical Services

Governance:

A Diversity, Equity, and Inclusion Office will be established to:

- Lead the organizational review of current policies and practices.
- Implement non-discriminatory discipline policies and practices.
- Develop steering committees to address the priorities established through ongoing feedback from representation across the divisional community.
- Conduct annual audits of articulated action plans.
- Consult with a diverse intersection of community to guide policy and practices

Instructional Services (Teaching and Learning):

A review of the following will take place to address the need for inclusive and culturally responsive teaching and learning:

- curriculum
- books and learning resources
- pedagogical practices
- professional learning
- assessment

Furthering the ideals of diversity, equity, and inclusion through:

- Student-centered learning environments that affirm cultural identity.
- Fostering positive academic and social outcomes.
- Developing students' abilities to connect with others.
- Elevating historically marginalized voices.
- Empowering students as agents of social change.
- Contributing to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.
- Partnering with community.

In addition to this, we will:

- Establish ongoing diversity, equity, inclusion and human rights training for staff and school and system leaders, including school board trustees.



Family and Community Engagement

School and divisional staff will participate in professional learning with a focus on cultural responsiveness* to ensure family and community engagement practices are based on mutual trust, confidence, and respect and are mindful of implicit bias* and structural practices* that diminish the voices of community members.

In their work with community, school and divisional staff will develop essential knowledge and skills to effectively:

- Model and advocate for the value of diversity.
- Demonstrate an awareness of one's own identity, privilege and culture within the broader school and community context.
- Promote and demonstrate respect for the diversity of practices and perspectives of nurturing the needs of children and of family.

Staff Services (Workforce Diversity)

The Diversity, Equity, and Inclusion Office will lead the establishment of guidelines and policies to ensure that employment practices (including recruitment, selection, hiring, training and development, career counselling, transfer process, performance assessment, promotion, and retention) lead to fair representation by equalizing opportunities in all areas and at all levels with the goal of creating a culture where individual differences are valued and where all employees receive equitable opportunities.

We will work to:

- Leverage diverse job boards.
- Highlight diversity on the divisional job postings portal.
- Celebrate employee differences.
- Collaborate with partner university to leverage programs (CATEP, ITEP, Build from Within) to promote from within with the end goal of diversifying the teacher workforce.
- Ensure that students see themselves represented across all employee groups.

Enhance diversity in the recruitment, hiring and promotion of all employee groups, including educators and school and system leaders.

Accessibility/Universal Access

The Diversity, Equity, and Inclusion Office will conduct an ongoing review of the following to ensure they meet the needs of students, staff, and the community to foster independence, and improve engagement, achievement, safety and belonging.

- facilities
- learning environments
- programming ([Universal Design for Learning Guidelines-engagement, representation, action, and expression](#))
- technologies

Diverse Schools and Learning Opportunities

A key aspect of removing systemic barriers is to ensure that school and classroom practices reflect and respond to the diversity of students and staff. The Diversity, Equity, and Inclusion Office will work to identify existing systemic barriers and remove them, and to guard against such barriers as new policies and programs are introduced.



To that end we will conduct an ongoing:

- Review of existing structures, policies, programs, and practices to ensure that they do not unintentionally disadvantage certain student populations, including racialized students, and students experiencing poverty, newcomers to Canada, students who identify as 2SLGBTQIA+, children and youth in care, religious minorities, linguistic minorities, students with disabilities, and students with diverse body types.
- Take action to ensure that courses, programs, activities, and equipment are accessible to all students.
- Provide effective instructional programs for diverse learners.
- Strengthen partnerships with parents, guardians, caregivers, and community partners.
- Integrate culturally responsive*, antiracist*, antibias*, anti oppressive* practices.

Clinical Services

The Diversity, Equity, and Inclusion Office will work with the division's Student Support Services to implement programs and practices that enhance all students' self-efficacy, self-identity, self-confidence, and self-esteem by focusing on the well-being of students and through addressing the full range of student developmental pathways with the core values and beliefs that:

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All students want to feel they belong and are valued.
- All students have the right to benefit from their education.
- All students contribute meaningfully to our community and the learning that takes place within our schools.

* **Note:** Terms marked with an asterisk are defined in [Appendix B](#). Equivalent French vocabulary is presented in [Appendix C](#).

References:

[CAST Universal Design for Learning Guidelines](#)
[Manitoba Education, Student Services 2022](#)
[Calgary Board of Education](#)
[Ontario Education](#)