PHILOSOPHY AND GOALS | 1000

EQUITY AND INCLUSIVE EDUCATION PROCEDURES | 1020

1. Policy

It is the policy of Lakehead District School Board to promote equity and inclusive education.

2. Definitions

The terms harassment, discrimination, workplace harassment, disability, gender identity, gender expression and marital status are defined in the 7030 Human Rights and Workplace Harassment Policy and Procedures.

Indigenous peoples refers to First Nations, Métis and Inuit peoples.

LGBTQ+ refers to Lesbian, Gay, Bisexual, Transgender and Questioning individuals.

Terms are interpreted in accordance with Ministry directives.

3. Areas of Focus

3.1 Policies, Guidelines, Practices and Initiatives

Lakehead District School Board will:

3.1.1 articulate the Board's commitment to equity and inclusive education in Board policies, guidelines, operations and practices;

3.1.2 review Board and revise policies, guidelines, and practices to ensure that they reflect the principles of equity and inclusive education;

3.1.3 implement equity and inclusive education policies;

3.1.4 embed equity and inclusive education principles in Board and school improvement plans;

3.1.5 establish mechanisms for measuring progress towards equity and inclusive education and adjust courses of action accordingly;

3.1.6 support schools in implementing Board equity and inclusive education policies, programs, and action plans that reflect the needs of their diverse school communities; and

3.1.7 implement positive employment practices that support equitable hiring, promotion and retention.

3.2 Shared and Committed Leadership

Lakehead District School Board will:

3.2.1 support administration and trustees in promoting the principles of the Board's equity and inclusive education policy, through the Board's mission, vision and values;

3.2.2 provide opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives;

3.2.3 ensure that Board policy directions and priorities, as well as the programs and services, are consistent with the aims of equity and inclusive education;

3.2.4 support and encourage student leaders in their role in promoting the principles of equity and inclusive education; and

3.2.5 promote the development of collaborative environments in which students, staff, administrators, federations, unions, and members of the community share a commitment to equity and inclusive education practices.

3.3 School-Community Relationships

Lakehead District School Board will:

3.3.1 review existing community partnerships to ensure that they support the principles of equity and inclusive education and to reflect the diversity of the broader community, including those who identify as Indigenous, people of colour, LGBTQ+ and persons with disabilities;

3.3.2 implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives; and

3.3.3 continue to develop and review the effectiveness of partnerships between schools and employers to keep all members of the community working together towards improved educational outcomes and successful participation in society for all students.

3.4 Inclusive Curriculum and Assessment Practices

Lakehead District School Board will:

3.4.1 review student assessment**,** evaluation and reporting practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated;

3.4.2 ensure that the diverse identities of students are affirmed in learning experiences in the school;

3.4.3 ensure the diversity of students and the community is reflected in the curriculum;

3.4.4 provide students with opportunities to critically examine issues of equity and inclusion;

3.4.5 strive to ensure that the Board's core values of acceptance, empathy, integrity, respect and responsibility are embedded in teaching and learning strategies;

3.4.6 support schools in reviewing classroom strategies, and revising them as needed, to ensure that they are aligned with and reflect equity and inclusive education policies;

3.4.7 affirm and value each student's first language as an integral part of personal and cultural identity;

3.4.8 offer language development programs to support literacy development and student achievement such as Native as a Second Language (NSL), English as a Second Language (ESL), English Language Development (ELD), and other languages.

3.5 Religious (Creed) Accommodation

(See Appendix A – Creed Accommodation Guideline)

3.6 School and Workplace Climate and the Prevention of Harassment and Discrimination

Lakehead District School Board will:

3.6.1 Promote a climate of understanding and mutual respect. The Board endeavours to foster a climate that is free from issues such as bullying, racism (e.g., anti-Indigenous, anti-Black, anti-people of colour), homophobic harassment, transphobic harassment, sexual harassment, workplace harassment or discrimination according to the Ontario Human Rights Code.

3.6.2 provide staff supervisory authority at the Board with the knowledge and skills to identify harassment, discrimination and workplace harassment and to respond to it in a timely manner;

3.6.3 ensure that the process for addressing bullying/harassment, discrimination and workplace harassment is monitored to ensure its efficacy;

3.6.4 monitor school climate using school climate surveys that include questions on equity and inclusive education, to identify inappropriate behaviours, issues, or barriers that need to be addressed; and

3.6.5 encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.

3.7 Professional Learning

Lakehead District School Board will:

3.7.1 provide opportunities for school and system leaders, students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education professional learning and leadership initiatives;

3.7.2 support the school's review of classroom strategies that promote school-wide equity and inclusive education policies and practices;

3.7.3 provide employees with the skills to identify and deal with bias in materials, including classroom and other resources; and

3.7.4 draw upon existing expertise within its own organization, other boards, and community agencies and groups, to assist with the provision of staff development programs and professional learning activities.

3.8 Accountability and Transparency

Lakehead District School Board will:

3.8.1 post the 1020 Equity and Inclusive Education policy and procedures on the Board's website and provide information about 1020 Equity and Inclusive Education policies, procedures, and practices to students, parents/guardians, administrators, teachers, school staff, school councils, and volunteers;

3.8.2 develop board improvement plans and support schools in the development of school improvement plans that are aligned with Ontario's Equity and Inclusive Education strategy, the Board's core values, and the Board's 1020 Equity and Inclusive Education policy and procedures; and

3.8.3 establish a process to monitor progress with equity and inclusive education and assess effectiveness of Board policies.

4. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

Cross Reference	Date Received	Legal Reference
7020 Employment Equity 7030 Human Rights and Workplace Harassment 8070 Safe Schools – System Expectations 8071 Bullying Prevention and Intervention	April 4, 1995 **Date Revised** June 24, 2008 September 28, 2010 May 28, 2013 November 24, 2020 May 26, 2026	