







The Lester B. P







More specifically, the EDDI commitment will be present in this specific element:

3.3.1. **Policy Development:** New and revised policies are written and reviewed, using an EDDI lens while also considering matters of [intersectionality](#). In formulating policies, the unique perspectives of marginalized communities should be prioritized, recognizing that their insights may not typically be represented in the policy-making process. This contrasts with the traditional approach of solely prioritizing or focusing on the dominant group's experiences. Actively seeking the participation of diverse community members and those with expertise in EDDI can aid in incorporating various perspectives into the process.

3.4. **Committees:** All committees within the LBPSB are encouraged to value diverse perspectives, prioritize the needs of marginalized communities, and ensure their meetings are accessible for all participants. Additionally, they should actively promote EDDI principles in their decision-making processes and actions. This involves recognizing how decisions impact everyone involved, especially those who may face discrimination or exclusion.

At all Council of Commissioner committee meetings dedicated to matters within its mandate, discussions on EDDI will be included as a standing agenda item. This commitment aims to embed EDDI as fundamental principles guiding the council's actions and behaviours across all aspects of its work.

Furthermore, committee members are encouraged to educate themselves on matters related to equity, diversity, dignity, and inclusion to better understand how to promote these principles within their work. This may include attending training sessions and workshops or seeking resources provided by the school board or external organizations. If a committee becomes aware that they are not adhering to EDDI principles, prompt action is essential.

3.5. **Schools and Centres:** Schools and centres are responsible for integrating EDDI principles into their curriculum, activities, and environment. This includes creating inclusive spaces and promptly addressing instances of discrimination through established protocols or procedures. Additionally, it involves actively engaging with students, their families and community partners to promote inclusion and address diversity-related issues.

More specifically, the EDDI commitment will be present in these specific elements:

3.5.1. **Curriculum:** Every student has the right to see the breadth and scope of their humanity represented in the educational materials and activities made





refers to a person's full range of talent, skill or proficiency in cognitive, physical, sensory and emotional domains rather than placing emphasis on any limitations or challenges a person may face.

refers to actively supporting individuals or groups who face discrimination or systemic oppression. Allies strive to understand and challenge their own biases, use their privilege to uplift marginalized voices, and work towards creating inclusive and equitable environments. Allies approach listening with humility, openness, and a willingness to learn. They avoid questioning or invalidating experiences, but instead listen attentively, acknowledging the impact of systemic oppression, and work towards understanding and dismantling the structures that perpetuate marginalization.

refers to the historical and ongoing prejudice, discrimination, or hostility directed towards individuals who are of Asian descent or perceived to be of Asian descent.









obstacles or challenges that are built into systems or structures of society, making it difficult for certain individuals or groups to access opportunities, resources, or equitable treatment. They are not caused by individual actions or personal characteristics, but rather by the way society is organized and operates. Systemic barriers can be policies, practices, or cultural norms that unintentionally or intentionally disadvantage certain groups. They may result from historical inequalities, discrimination, or biased systems that perpetuate disadvantages for marginalized communities.

is an irrational fear of, aversion to, dislike, prejudice or discrimination against transgender people. Transphobia can include fear, aversion, hatred, violence or anger towards people who do not conform to the perceived gender norms.
