

# **Equity, Diversity, Dignity and Inclusion Policy**

## **Consultation Responses**



# **ELEMENTARY SCHOOLS**

**From:** [CLEARPOINT Governing Board](#)  
**To:** [Andréanne Bertrand](#)  
**Cc:** [Maria Pan](#)  
**Subject:** Re: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
**Date:** June 5, 2024 8:46:24 PM  
**Attachments:** [image001.png](#)

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Hello,

On behalf of the Clearpoint Elementary Governing Board, we do not have any comments with regards to the EDDI other than we fully support the policy and are happy to see this move to a formal state.

Thank you,  
Dominique Bensadoun

On Thu, May 9, 2024 at 2:46 PM Andréanne Bertrand <[abertrand06@lbpsb.qc.ca](mailto:abertrand06@lbpsb.qc.ca)> wrote:

Good afternoon,

Following the adoption of the Resolution 2024-05-06-#02 at the Council of Commissioners Meeting on May 6, 2024, please find attached the following consultation document:

- Equity, Diversity, Dignity and Inclusion Policy

Should you wish to provide input or recommendations on the draft, please send your comments in writing to [consultations@lbpsb.qc.ca](mailto:consultations@lbpsb.qc.ca) no later than Monday, June 17, 2024.

Please feel free to share because we welcome feedback from the community.

Kindly let us know if you have any questions.

Best regards,

Bonjour,



Dorset Elementary School  
106 Dorset Road  
Baie d'Urfé (Qc) H9X 2Z6

Mme Geneviève Dugré  
Secretary General  
Lester B. Pearson School Board  
1925 Brookdale Avenue  
Dorval (Qc) H9P 2Y7

June 14, 2024

Dear Mme. Dugré,

The Dorset Elementary School Governing Board would like to submit the following response to the Lester B. Pearson School Board Consultation Launch on the "*Policy on Equity, Diversity, Dignity and Inclusion (EDDI)*".

Our Governing Board members fully support the purpose and intent of the document, however they cannot ignore the fact that the policy is in violation of Bill 21 passed by the Québec National Assembly in June of 2019. Among other restrictions, Bill 21 prohibits "*the wearing of religious symbols by civil service employees in positions of authority and by teachers in the public sector*". The Governing Board members question how the LBPSB intends on adopting a policy that is in contradiction with the current law to which it must adhere.

For example, the policy states:

*"We aim to ensure that every individual of every race, culture, ethnicity, gender, sexual orientation, ability, religion, or socioeconomic background feels respected, valued, and empowered to thrive academically, professionally, socially and emotionally."*

While we wish it were true, we do not feel that the above statement is possible under the current restrictions of Bill 21. The Dorset Governing Board wishes to emphasize its endorsement of the work that the school board is embarking on and hopes that the LBPSB will continue to make EDDI a top priority.

We thank you for the opportunity to share our response with you and look forward to being part of any further consultative process.

Respectfully submitted,

A handwritten signature in blue ink that reads "Lauren Broad". The signature is fluid and cursive.

Lauren Broad  
Chairperson, Dorset School Governing Board 2023-2024

**From:** [SHERBROOKE JUNIOR Governing Board](#)  
**To:** [Consultations](#)  
**Subject:** Fwd: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
**Date:** June 12, 2024 8:14:46 AM  
**Attachments:** [image001.png](#)  
[2024-05-06-02 Policy on Equity, Diversity, Dignity and Inclusion \(EDDI\) - Consultation Launch.pdf](#)  
[2024-05-06-02 Policy on Equity, Diversity, Dignity and Inclusion \(EDDI\) - Consultation Launch FR.pdf](#)  
[EDDI Policy Consultation Document 2025-05-06.pdf](#)

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Good morning,

This is to confirm that following discussions with the SAJ GB, we have some feedback to provide:

Unconscious Bias: not addressed in the document, recommendation is to includes language around biases operating at a non conscious level - page 10

Warm regards,

Denise Pereira  
SAJ GB Chair

----- Forwarded message -----

From: **Andréanne Bertrand** <[abertrand06@lbpsb.qc.ca](mailto:abertrand06@lbpsb.qc.ca)>  
Date: Thu, May 9, 2024 at 2:46 PM  
Subject: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
To: GoverningBoardChairs <[GoverningBoardChairs@lbpsb.qc.ca](mailto:GoverningBoardChairs@lbpsb.qc.ca)>, Principals and VPs (Elementary) <[PrincipalsandVPs\\_Elementary@lbpsb.qc.ca](mailto:PrincipalsandVPs_Elementary@lbpsb.qc.ca)>, Principals and VPs (Secondary) <[PrincipalsandVPs\\_Secondary@lbpsb.qc.ca](mailto:PrincipalsandVPs_Secondary@lbpsb.qc.ca)>, Continuing Ed. Administrators <[ContinuingEd.Administrators@lbpsb.qc.ca](mailto:ContinuingEd.Administrators@lbpsb.qc.ca)>, Admin Group <[AdminGroup@lbpsb.qc.ca](mailto:AdminGroup@lbpsb.qc.ca)>, Parents' Committee Chair <[pc-chair@lbpearson.ca](mailto:pc-chair@lbpearson.ca)>, SNAC Chair <[snacchair@lbpearson.ca](mailto:snacchair@lbpearson.ca)>, Kaiya Leah Schade <[kschade01@lbpearson.ca](mailto:kschade01@lbpearson.ca)>, Lujain Hamdaqa <[lhamdaqa01@lbpearson.ca](mailto:lhamdaqa01@lbpearson.ca)>  
Cc: COMMISSIONERS <[COMMISSIONERS\\_group@lbpsb.qc.ca](mailto:COMMISSIONERS_group@lbpsb.qc.ca)>

Good afternoon,

Following the adoption of the Resolution 2024-05-06-#02 at the Council of Commissioners Meeting on May 6, 2024, please find attached the following consultation document:

- Equity, Diversity, Dignity and Inclusion Policy

Should you wish to provide input or recommendations on the draft, please send your

**From:** [SUNSHINE ACADEMY Governing Board](#)  
**To:** [Consultations](#)  
**Subject:** Re: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
**Date:** June 17, 2024 11:08:03 PM  
**Attachments:** [image001.png](#)

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Hello!

The governing board of Sunshine Academy has reviewed the EDDI draft policy. While we appreciate the intent behind the policy, we have some concerns about its effectiveness in addressing the challenges faced by our school and schools like ours.

This policy seems to prioritize defining terms and characteristics based on immutable traits, rather than emphasizing concrete actions that ensure equality of opportunity for all individuals, regardless of those characteristics.

Schools in economically disadvantaged areas, and/or with a pocket of poverty like ours: often lack access to extracurricular activities and often lack dedicated science (STEM), music and/or sports programs when compared with schools in wealthier areas. Addressing these disparities should be the primary focus of the EDDI policy.

For example, we conducted a school skating field trip that was very well enjoyed by all. The trip was organized by a dedicated member of our staff who proactively secured equipment rentals and donations from the local community. This allowed every child to participate, making the event memorable for everyone. However, it was noticeable that many of the children who were unable to skate (they still tried, smiled and laughed while doing it) were from visible minorities. This highlights an example of the inequities we observe regularly and strive to overcome. These kinds of disparities can inadvertently perpetuate stereotypes. While it is important to educate staff, parents, and children about the harms of stereotyping, it is even more crucial to take the more difficult concrete actions to break down these stereotypes and ensure equal opportunities for all.

## **Recommendations:**

### 1- Evaluate and Compare:

Evaluate and compare schools based on socioeconomic index to identify what programs and resources may be missing. This evaluation should guide targeted interventions to ensure all schools have the necessary resources and opportunities.

### 2-Redirect Funding to Student Opportunities:

Allocate more of the budgeted EDDI funds to develop extracurricular activities and create the programs/resources found to be deficient (e.g STEM), music, sports programs etc. Prioritize initiatives that directly benefit students by enhancing educational programs and extracurricular activities, rather than primarily focusing on staff/student training on EDDI topics.

### 3-Equitable Resource Allocation:

Ensure schools in economically disadvantaged areas receive additional resources to cover the costs of instruments, equipment, and incentives to attract and retain passionate teachers.

By emphasizing these 3 actionable steps, we can ensure that the EDDI policy results in

meaningful improvements for all students at beautifully diverse schools like ours and truly promote equity, diversity, dignity and inclusion.

Thank you and kind regards,

Richard Frazao,  
Governing Board Chair, Sunshine Academy

On Mon, Jun 17, 2024 at 11:06 PM SUNSHINE\_ACADEMY Governing Board  
<[sunshine\\_academy\\_gb@lbpearson.ca](mailto:sunshine_academy_gb@lbpearson.ca)> wrote:

Hello Andréanne,

The governing board of Sunshine Academy has reviewed the EDDI draft policy. While we appreciate the intent behind the policy, we have some concerns about its effectiveness in addressing the challenges faced by our school and schools like ours.

This policy seems to prioritize defining terms and characteristics based on immutable traits, rather than emphasizing concrete actions that ensure equality of opportunity for all individuals, regardless of those characteristics.

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By emphasizing these 3 actionable steps, we can ensure that the EDDI policy results in meaningful improvements for all students at beautifully diverse schools like ours and truly promote equity, diversity, dignity and inclusion.

Thank you and kind regards,

Richard Frazao,  
Governing Board Chair, Sunshine Academy

On Thu, May 9, 2024 at 2:46 PM Andréanne Bertrand <[abertrand06@lbpsb.qc.ca](mailto:abertrand06@lbpsb.qc.ca)> wrote:

Good afternoon,

Following the adoption of the Resolution 2024-05-06-#02 at the Council of Commissioners Meeting on May 6, 2024, please find attached the following consultation document:

- Equity, Diversity, Dignity and Inclusion Policy

Should you wish to provide input or recommendations on the draft, please send your comments in writing to [consultations@lbpsb.qc.ca](mailto:consultations@lbpsb.qc.ca) no later than Monday, June 17, 2024.

Please feel free to share because we welcome feedback from the community.

Kindly let us know if you have any questions.

Best regards,

Bonjour,



# **SECONDARY SCHOOLS**

**From:** [JOHN RENNIE Governing Board](#)  
**To:** [Consultations](#)  
**Cc:** [Jennifer Kurta](#)  
**Subject:** Re: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
**Date:** June 26, 2024 8:29:22 PM  
**Attachments:** [image001.png](#)

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Hello,

Thank you for launching the consultation on the Equity, Diversity, Dignity and Inclusion Policy. The John Rennie High School Governing Board discussed the proposed plan last night and it was met with approval. The policy was appreciated and found to be quite inclusive.

Although it is recognized that the deadline for comments has passed, our meeting originally scheduled for June 12<sup>th</sup> had to be rescheduled for June 25<sup>th</sup>, hence the delay in this response.

Best regards,

**Dov Bensimon**

*John Rennie High School Governing Board - Chair*

On Thu, May 9, 2024 at 2:46 PM Andréanne Bertrand <[abertrand06@lbpsb.qc.ca](mailto:abertrand06@lbpsb.qc.ca)> wrote:

Good afternoon,

Following the adoption of the Resolution 2024-05-06-#02 at the Council of Commissioners Meeting on May 6, 2024, please find attached the following consultation document:

- Equity, Diversity, Dignity and Inclusion Policy

Should you wish to provide input or recommendations on the draft, please send your comments in writing to [consultations@lbpsb.qc.ca](mailto:consultations@lbpsb.qc.ca) no later than Monday, June 17, 2024.

Please feel free to share because we welcome feedback from the community.

Kindly let us know if you have any questions.

Best regards,



Macdonald High School Governing Board

17 Maple Ave, Sainte-Anne-de-Bellevue, QC, H9X 2E5  
514-457-3770

June 12, 2024

Dear Me Geneviève Dugré, Secretary General:

The Macdonald High School governing board greatly appreciates the opportunity afforded to us by the school board to provide our GB's suggestions on the draft consultation document entitled: 'Policy on Equity, Diversity, Dignity and Inclusion,' for consideration.

From our Governing Board at Macdonald High School, the following recommendations have been put forward:

Under: DEFINITIONS: PRINCIPLES OF EQUITY, DIVERSITY, DIGNITY AND INCLUSION [page 4]:

**-2.1. Equity:** The principle of equity recognizes and values the diversity of individuals and communities. It acknowledges that people may experience multiple forms of discrimination or privilege based on intersecting aspects of their identity, such as race, gender, sexual orientation, culture and more.

**Mac GB suggestion:** Change the word more and add the word, 'ability'

**-2.2. Diversity:** Diversity means that there are different characteristics, abilities, points of view and life experiences among people.

Under: ADDENDUM A: OTHER DEFINITIONS [page 9]

**-Abilities:** refers to a person's full range of talent, skill or proficiency rather than placing emphasis on any limitations or challenges a person may face.

**Mac GB suggestion:** This is vague, please be more specific. Include examples such as: mobility needs, physical and intellectual needs, and mental health needs.

Concerning our Governing Board's suggestions, please accept our say on the draft consultation document entitled: 'Policy on Equity, Diversity, Dignity and Inclusion.' We appreciate you for time taken to review our suggestions and for our participation in this process.

Kind Regards,



Jeremy Zafran - Chair  
Macdonald High School Governing Board  
2023-2024



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**Macdonald High School Governing Board 2023-2024**

**Parents:** Jeremy Zafran (Chair); Mike Klaiman (Vice-Chair); Craig Segal (Secretary); Daphne Amster (Treasurer); Tracey-Ann Curtis (PC Rep); Jacqueline Barbieri (PC Alt Rep); Doug Bentley; Adriana Lanza.

**Teachers and Staff:** Mark Auger; Karen Jones; Lindsay Ann McGovern; Lori Anne MacDonald; Robert McQuaid; Vicky Tomljanovic; Karelle Bouffard.

**Administration:** Dion Joseph (Principal/ex-officio); Lyanna Bravo (Vice-Principal)

**Students:** Fiona Govers; Leah Al-Shourbaji

**Community Rep:** Eric Martin

**Commissioner:** Mike Besner

**From:** [ST THOMAS Governing Board](#)  
**To:** [Consultations](#)  
**Subject:** Fwd: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
**Date:** June 24, 2024 4:10:28 PM  
**Attachments:** [image001.png](#)  
[2024-05-06-02 Policy on Equity, Diversity, Dignity and Inclusion \(EDDI\) - Consultation Launch.pdf](#)  
[2024-05-06-02 Policy on Equity, Diversity, Dignity and Inclusion \(EDDI\) - Consultation Launch FR.pdf](#)  
[EDDI Policy Consultation Document 2025-05-06.pdf](#)

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Hello,

Sorry for the delay- I was out of the country and unable to access this email account.

St Thomas HS has no comments on this document. It is comprehensive and evident that thought was put into its content.

Thanks and best wishes,  
Celena Scheede-Bergdahl  
Chair, St Thomas HS GB

----- Forwarded message -----

From: **Andréanne Bertrand** <[abertrand06@lbpsb.qc.ca](mailto:abertrand06@lbpsb.qc.ca)>  
Date: Thu, May 9, 2024 at 2:46 PM  
Subject: CONSULTATION - Equity, Diversity, Dignity and Inclusion Policy - Politique concernant l'équité, la diversité, la dignité et l'inclusion  
To: GoverningBoardChairs <[GoverningBoardChairs@lbpsb.qc.ca](mailto:GoverningBoardChairs@lbpsb.qc.ca)>, Principals and VPs (Elementary) <[PrincipalsandVPs\\_Elementary@lbpsb.qc.ca](mailto:PrincipalsandVPs_Elementary@lbpsb.qc.ca)>, Principals and VPs (Secondary) <[PrincipalsandVPs\\_Secondary@lbpsb.qc.ca](mailto:PrincipalsandVPs_Secondary@lbpsb.qc.ca)>, Continuing Ed. Administrators <[ContinuingEd.Administrators@lbpsb.qc.ca](mailto:ContinuingEd.Administrators@lbpsb.qc.ca)>, Admin Group <[AdminGroup@lbpsb.qc.ca](mailto:AdminGroup@lbpsb.qc.ca)>, Parents' Committee Chair <[pc-chair@lbpearson.ca](mailto:pc-chair@lbpearson.ca)>, SNAC Chair <[snacchair@lbpearson.ca](mailto:snacchair@lbpearson.ca)>, Kaiya Leah Schade <[kschade01@lbpearson.ca](mailto:kschade01@lbpearson.ca)>, Lujain Hamdaqa <[lhamdaqa01@lbpearson.ca](mailto:lhamdaqa01@lbpearson.ca)>  
Cc: COMMISSIONERS <[COMMISSIONERS\\_group@lbpsb.qc.ca](mailto:COMMISSIONERS_group@lbpsb.qc.ca)>

Good afternoon,

Following the adoption of the Resolution 2024-05-06-#02 at the Council of Commissioners Meeting on May 6, 2024, please find attached the following consultation document:

- Equity, Diversity, Dignity and Inclusion Policy

Should you wish to provide input or recommendations on the draft, please send your comments in writing to [consultations@lbpsb.qc.ca](mailto:consultations@lbpsb.qc.ca) no later than Monday, June 17, 2024.

# **ADULT AND VOCATIONAL CENTRES**

**From:** [PLACE CARTIER Governing Board](#)  
**To:** [Consultations](#)  
**Subject:** Equity, Diversity and Inclusion Policy  
**Date:** 18 juin 2024 09:49:14

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Good morning,

I apologize for the late reply.

Following the consultation on Equity, Diversity and Inclusion policy. The governing board of Place Cartier supports this policy. However we emphasize that it would be important to mention that LBPSB must specifically identify in the policy that Quebec Law (Bill 21) as currently written prevents LBPSB from ensuring a truly diverse workforce in which all people can thrive regardless of their religion.

Respectfully,

Cynthia Némorin  
Chairperson of Place Cartier

**UNIONS**



June 17, 2024

Me Geneviève Dugré  
Secretary-General  
Lester B. Pearson School Board

Dear Me Dugré,

On behalf of both the Executive Committee of the Pearson Teachers Union and the teachers we represent, please find attached our response to the LBPSB EDDI Policy consultation.

I remain available to discuss any of the points raised should further clarification be required.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Matt Wilson', with a large circular flourish at the end.

Matt Wilson  
PTU President

c.c. Dr. Cindy Finn, Director-General, LBPSB

Ms. Judy Kelley, Chairperson of the Council of Commissioners, LBPSB

## **LBPSB Equity, Diversity, Dignity and Inclusion Policy Consultation – PTU Response**

### **In section 1: Purpose,**

- The word *inequity* is used in both the second and third paragraphs. Is *inequality* being referenced instead? Even though the words are applying their commonplace meaning, these terms should also be defined in the Appendix to ensure that the readers of the policy understand their use.
- In the first line of paragraph 4, replace the word “its” with “EDDI” to ensure clarity.
- How will the annual communication of outcomes be done? What tangible data is or can be collected to ensure that the aforementioned principles are assessed?
- The sixth paragraph (which begins with “*We aim to ensure...*”) makes only a limited reference to individuals with mobility or adaptation needs. In fact, the policy at large does not adequately address the needs of these individuals in the same way as it does for other identified groups. There is no real reference to physical disability throughout the policy, and covering these under the blanket term of ability seems contrary to the policy. There is also no mention of how accessibility concerns can be resolved.
- In this same paragraph, there is an unnecessary comma after *socioeconomic background*.

### **In section 2: Definitions: Principles of Equity, Diversity, Dignity and Inclusion**

- We would recommend a point-first approach by moving the last two sentences (starting with “*Equity practices support...*”) to the beginning of the paragraph.
- In 2.1, accessibility should be added to the list of intersecting aspects of identity. Furthermore, the use of “*and more*” seems colloquial. There should also be consideration on whether such a list is needed, to avoid unintentionally excluding facets of identity by omission.
- Paragraph 2.1 feels different in style and tone than the other three paragraphs in this section. Should equity/inequity be more explicitly defined rather than focusing on principles?
- An explicit mention of allyship would be beneficial in paragraph 2.1.
- We recommend striking *points of view* from the list in 2.2. Some points of view should not be normalized considering this proposed policy.
- Although Ms. Blackett’s work has certainly been invaluable, a reference to a named individual in a footnote to a policy seems out of place. Perhaps a separate acknowledgement?
- In the fourth line of paragraph 2.4, “*allow for*” should be replaced with “*reduce inequity in...*”
- In the same line, “equal participation” should be explicitly expanded to include physical spaces and activities, and socio-emotional participation in general.
- As stated, how is “equal participation” possible in a fully inclusive school board, where students with a landscape of needs are placed in the same pedagogical classroom?

### **In section 3: Responsibilities,**

-In order to be compliant with this policy, each school and centre's ABAV and/or Code of Conduct plans will need to incorporate references to this EDDI policy, or minimally to the principles that guide it.

-PTU feels that the onus for creating and implementing the necessary tools to create the working and learning environments aspired by this policy will inevitably become a teacher's responsibility. The tools and resources being centrally provided are inadequate for the scale of work needed.

-Systemic biases should also be mentioned in paragraph 3.2 in addition to personal biases.

-In-document links should be provided to all reporting mechanisms to ease accessibility.

-The final sentence of paragraph 3.3 needs to be improved significantly: much stronger language is needed. Accountability in leadership should be defined explicitly here.

-The word "prioritized" in paragraphs 3.3.1 and 3.4 should be replaced with "acknowledged and considered." Righting historical wrongs is important, and doing so in an equal and equitable way is also important.

-How expansive is the phrase "all committees" in section 3.4 meant to be: All board-level committees? All school-level committees? All committees tangentially connected to the school board, including home and school associations, for example? Furthermore, if the intention is to cover all LBPSB committees, should they not be required to implement policy, as opposed to simply encouraged?

-Referencing the third paragraph of section 3.4, tools should also be provided to external organizations to help encourage compliance with this policy. Additionally, explicit access to reporting mechanisms would then also be needed.

-In paragraph 3.5, what are the "established protocols and procedures" for addressing issues of discrimination? Again, streamlining access to these within the policy should be done explicitly. Furthermore, there need to also be more deliberate practices established to ensure that both employees and students are aware of their rights and advocacy mechanisms within the LBPSB.

-How can the principles of 3.5.1 be applied when the curriculum itself may not be in compliance with the principles of this policy?

-There is another colloquial use of "and more" in paragraph 3.5.2.

-In paragraph 3.6, it would be beneficial to either define or reference the equal access employment principles being referred to.

-In this same paragraph, the second sentence seems contradictory: how can targeted outreach efforts lead to unbiased recruitment? The hiring practices should certainly be unbiased.

-Having external organizations provide consultative feedback on hiring policies may help integrate best practices.

#### **In section 4: Reporting Mechanisms,**

- A list of linked references to all reporting mechanisms should be included in the policy. Linking to external organizations that work towards reducing discrimination may also improve transparency.
- Given the nature of this policy, what will be done to ensure accessibility to the policy, particularly considering the principles found in the sixth paragraph of section 1?
- We feel that individuals should be encouraged to report their concerns promptly *without fear of reprisals*.

#### **In Addendum A: Other Definitions**

- Any list of definitions will inevitably exclude some, but this feels particularly sensitive in an EDDI policy. If a list of such definitions is to be included, other definitions should be included to increase inclusion. These include but are not limited to anti-Arab racism, anti-religious biases, accessibility (which is not defined at all) and many others. Furthermore, the concept of racism itself is not defined other than in the particular cases listed.
- The definition of abilities should be expanded to include mobility and adaptation, as mentioned in our previous feedback.
- Although misogyny is mentioned, broadening this definition to gender discrimination may be more inclusive to also cover non-binary or transgender discrimination, among others.
- Some of the definitions are not referenced within the policy itself. These terms would perhaps be best placed in a supporting document rather than in the policy itself, unless the addendum is not meant to be an integral part of the policy.
- We would recommend considering the canada.ca definition of anti-Black racism referenced in footnote 11.

# **COMMUNITY MEMBERS**

**From:** [Jordan L. Jerome-Pitre](#)  
**To:** [Consultations](#)  
**Cc:** [candis.steenbergen@concordia.ca](mailto:candis.steenbergen@concordia.ca)  
**Subject:** Subject: Introducing the EDS Framework for a More Inclusive Policy  
**Date:** June 17, 2024 9:51:53 PM

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**CAUTION:** This email originated from outside the school board. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Consultation Committee,

I hope you're doing well and in good spirits. My name is Jordan Lee Jerome-Pitre, a Mi'kmaw from Concordia University in the First Peoples Studies Program, with a minor in education. After scanning the 'Equity, Diversity, Dignity, and Inclusion Policy' consultation draft, I have a few ideas that can enhance the language of the wording. I suggest a shift towards a new with what I call 'EDS: Equity, Decolonization, and Synergy/Spirituality.' This method not only discourses systemic inequities but actively includes the spiritual and interconnected realms of our lived collective experiences.

To begin, with the term **Inclusion**, it is critical to critique and redefine this term. However, reinventing the traditional definition as 'the action or state of including or of being included within a group or structure,'-- inclusion often connotes passive subtleties that often subject an outsider or other to those 'included.' A more active understanding of inclusion would rebuild our collective spaces so that every person can feel like they contribute to the whole and are essential. I feel promoting a sense of true belonging and fundamental importance is paramount to our collective identity and consciousness.

In terms of a practical application, we must root the principles of equity, decolonization, and synergy/spirituality into all colonial institutional actions. This means adjusting our language to reflect active participation and equal power distribution thus improving overall dynamics.

Let's move away from passive policies to create conditions where the historical and spiritual histories of marginalized communities collide, like those of Indigenous peoples and figures such as Jesus who faced immense adversity, however controversy-- they are not just included but instrumental to our shared story and institutional identity and transformation for a new in this new world that ever-changing.

Thanks for considering this,

Best regards, Merci et Wela'lin,

Jordan Lee Jerome-Pitre (he/him/his)  
514-233-3394,

Mark Kashetsky  
6 Rue Sandringham, DDO QC H9A 2A2  
(514) 742-7116  
mark.kashetsky@outlook.com

June 11, 2024

Lester B Pearson School Board  
1925 Av. Brookdale,  
Dorval, QC H9P 2Y7

**RE: CONSULTATION ON THE POLICY FOR EQUITY DIVERSITY DIGNITY AND INCLUSION**

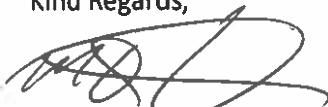
To whom it may concern,

Thank you for the opportunity to submit my response to your request for consultation, I have a few questions and concerns with the policy as outlined below.

- Will this policy be enforced and how?
- What if any will be the repercussions should a school administration not adhere to the policy?
- What will happen to habitual abusers?
- Is this policy open to interpretation?
- Should there be a complaint regarding the scheduling of a special event or school activity on an identified religious day and there be a short time frame to rectify the situation, will the complaint be handled forthwith or will it be subject to the normal 21 day delay.
- Will the LBPSB Religious observance calendar be included with this policy to ensure the understanding that Extra-curricular, School Activities and Events should not be scheduled on these days.

Thank you again for allowing me to voice my opinion, I would like to congratulate the LBPSB for leading the way and ensuring the dignity and respect for all students, families and staff.

Kind Regards,



Mark Kashetsky

Proud Father of a Westpark Elementary School Student.