



Lakecrest Inclusion and Diversity Policy

Introduction

At Lakecrest Independent School, we are committed to fostering an inclusive environment that values and celebrates diversity in all its forms. We recognize that our students come from a wide range of backgrounds, experiences, and perspectives, and we are dedicated to creating a school culture where all members of our community feel recognized, welcomed, and accepted. In keeping with our values and as part of the requirements for accreditation, we follow the Newfoundland and Labrador Department of Education's [Safe and Caring Schools Policy](#), ensuring that our school community is safe, respectful, and supportive for all students. This Diversity Plan outlines our commitment to respecting and honouring each individual's identity and unique learning needs while actively working to eliminate barriers to learning.

Guiding Principles

- **Respect for Diversity:** We honour the diverse experiences, backgrounds, identities, and ways of understanding the world of our students and their families.
- **Inclusive Learning Environment:** We are committed to fostering collaborative and more personalised learning spaces that respect and celebrate the differences of each student.
- **Cultural Competence:** We will continue to cultivate a school culture that values individuals for their beliefs, sexual orientation, gender identity, religion, cultural background, and unique learning needs.
- **Equity in Education:** We recognize the importance of learner variability and strive to eliminate barriers to student learning, and work towards equitable access to educational opportunities for all students.

Rights and Responsibilities

School Responsibilities

- Provide systems and structures to best support student learning
- Ensure teachers are trained in best practices for implementation
- Ensure teachers are trained in best practices for Universal Design for Learning
- Ensure that school practices align with the Safe and Caring Schools Policy, supporting a safe, respectful, and inclusive environment for all students.

Student Support Coordinator Responsibilities

- Write support plans in collaboration with parents, students, and other staff
- Ensure teachers are aware of a student's needs
- Provide support to teachers.

Teacher Responsibilities

- Implement supports when possible
- Provide feedback to help formulate student goals
- Use best practices for Universal Design for Learning
- Collaborate with parents, students and Support Services Coordinator

Teacher Rights

- Right to Professional Development
- Right to Collaborative Support
- Right to Clear Structures
- Right to Voice
- Right to a Respectful Workplace

Parent Responsibilities

- Ensure the school has all relevant documentation of a student's needs
- Communicate with teachers, and Support Services Coordinator if there are concerns about the student's needs.

Parent Rights

- Right to Partnership
- Right to Communication
- Right to Inclusive Engagement
- Right to Information
- Right to Cultural Recognition

Student Responsibilities

- Advocate for their needs with teachers and Support Services Coordinator

Student Rights

- Right to Belong
- Right to Equity in Learning
- Right to Representation
- Right to Support
- Right to Advocate

Goals and Objectives

1. **Promote Awareness and Understanding of Diversity:**
 - Develop programs and initiatives that increase awareness and understanding of diversity, inclusion, and equity within our school community.
 - Provide training for staff, students, and families on cultural competence, anti-bias education, and inclusive practices.
2. **Create an Inclusive School Culture:**
 - Cultivate a welcoming environment where every student, staff member, and family feels valued, respected, and included.
 - Celebrate the diverse backgrounds, cultures, and identities within our school through events, assemblies, and activities that reflect the rich diversity of our community.
3. **Foster Collaborative and Personalised Learning:**
 - Implement teaching strategies that respect individual learning needs and preferences, ensuring that all students have the opportunity to succeed.
 - Encourage collaborative learning environments that support diverse perspectives and promote the sharing of ideas among students.
4. **Eliminate Barriers to Learning:**
 - Identify and address systemic barriers that may impact students' ability to access and engage with the curriculum.
 - Provide differentiated instruction, support services, and resources that cater to the diverse learning needs of our students.
5. **Encourage Family and Community Engagement:**
 - Strengthen partnerships with families to better understand their needs, values, and expectations for their children's education.
 - Engage with the broader community to promote a culture of inclusivity and build connections with diverse groups and organisations.

Action Plan

- **Professional Development:**

- Provide ongoing training for educators and staff on diversity, equity, and inclusion topics.
- Facilitate workshops that focus on culturally responsive teaching practices and strategies for reducing bias in the classroom.
- **Curriculum and Instruction:**
 - Review and update the curriculum to ensure it reflects diverse perspectives and experiences.
 - Integrate lessons and activities that promote empathy, respect, and appreciation for different cultures, identities, and backgrounds.
- **Student Support Services:**
 - Enhance support services for students with diverse learning needs, including those with disabilities, English language learners, and students requiring additional academic assistance.
 - Foster safe spaces where students can express their identities, seek guidance, and receive support.
- **Community Engagement:**
 - Involve families in school events that impact their children's education.
 - Partner with local organisations to bring cultural and community resources into the school.

REVIEW PROCESS

The Inclusion policy will be reviewed annually as part of the cycle of policy reviews, curriculum review cycle and the whole school improvement plan. The handbook will be updated as needed. The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

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