

## POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
<b>COMMITMENT TO INDIGENOUS PERSPECTIVES IN EDUCATION</b>	<b>IFC</b>

### I. POLICY

The Louis Riel School Division (LRSD) embraces diversity by all of the Division’s students, staff and community. The Division recognizes unique cultural identity of Indigenous peoples and their significant contributions to our city, province and nation.

### II. GUIDELINES

- A. The Division adopts the Province of Manitoba definition of “Indigenous” as inclusive of members of First Nations, Métis and Inuit peoples.
- B. The Louis Riel School Division supports public education by affirming the values of inclusivity and respect for cultural diversity, and by promoting Indigenous perspectives in education.
- C. The Division endorses:
  - Practices that support divisional priorities for student learning and appreciation for Indigenous perspectives.
  - Professional practices to recognize, affirm and employ Indigenous perspectives and knowledge systems.
  - Initiatives that enhance divisional and school culture and climate using anti-racist pedagogies and practices that recognize the equality of Indigenous perspectives and knowledge systems.
  - Resource Management practices that support initiatives relevant to Indigenous perspectives and knowledge systems.

### III. PROCEDURES

- A. Initiatives that include and honour Indigenous perspectives, cultures and history shall include:
  1. Consultative processes with students, parents and other members of the greater Indigenous community.
  2. Celebrations of the successes of the Division’s Indigenous students.
  3. Planning goals that support students’ understanding of Indigenous culture and knowledge perspectives.
  4. Indigenous language programs available to students in the Division.

<b>Adopted:</b>	November 15, 2011	<b>Legal References:</b>
<b>Revised:</b>	February 5, 2019; June 1, 2021	

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5. A comprehensive collection of resource materials within the LRSD Indigenous Education Library for teacher and student use and on-line teacher access to resource materials that support Indigenous perspectives in education.
  6. Educational experiences for students to focus on Indigenous cultural, traditional knowledge and Treaty Education.
  7. Courses offered within high schools such as, but not limited to, Grade 12 Current Topics in First Nations, Métis and Inuit Studies and Indigenous Languages.
- B. Initiatives to promote professional practice that recognizes, affirms and employs Indigenous perspectives, cultures and history include:
1. Support by school and divisional administrators for professional development that explores the integration of Indigenous perspectives into curriculum.
  2. Direct support for integrating Indigenous perspectives into curricula, including access to curricular and resource materials about Indigenous cultures and related perspectives.
  3. Direct support for the teaching of Treaty Education.
  4. Opportunities for all of the Division’s staff to further develop cultural competencies.
- C. The Superintendent of Schools or designate(s) will develop initiatives to enhance the culture and climate of the school division including, but not limited to, focused topics within the divisional communications plan to promote appreciation for Indigenous knowledge, perspectives, culture, and history.
- D. Resource Management practices supporting the intent of this policy include:
1. The annual divisional budget process shall identify specific initiatives to promote appreciation for Indigenous perspectives and culture.
  2. Human Resources management and staffing practices shall strive to support the diversity of the divisional community.

Related documents

- [Smudging Protocol and Guidelines](#) (Indigenous Inclusion Directorate, Manitoba Education and Training, 2019)
- [LRSD Cleansing Consent Form](#)

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