

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
DIVERSITY, EQUITY & INCLUSION	ACH

I. POLICY

The Louis Riel School Division (LRSD) is committed to advancing equitable opportunities for success for all students (see [Policy AD – Educational Philosophy: Divisional Vision, Mission, Values & Motto, Appendix A](#)).

LRSD works to ensure each student, staff member, caregiver and community partner has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender expression, gender identity, language, physical or intellectual ability, race, religion, sex, sexual orientation, socio-economic status, body diversity or other factors.

LRSD is committed to anti-oppressive* practices through the identification and elimination of all types of discrimination as prescribed by the [Canadian Charter of Rights and Freedoms](#) and the [Manitoba Human Rights Code](#).

Accordingly, LRSD’s [Vision and Mission](#) reflect a commitment to providing equity of access and opportunity for all members of the LRSD community to share, learn, work and develop in an environment that is safe, positive, healthy, accessible, and inclusive. Furthermore, diversity, equity and inclusion figure among the core [Values](#) that guide collective efforts in achieving the Vision and Mission.

II. GUIDELINES

The concepts of Diversity, Equity, and Inclusion will take into account the entirety of the schooling process and will take a comprehensive approach in the areas of:

- Governance
- Instructional Services (Teaching and Learning)
- Family and Community Engagement
- Staff Services (Workforce Diversity)
- Accessibility/Universal Access
- Diverse Schools and Learning Opportunities
- Clinical Services

See [Appendix A](#) for details related to initiatives in each of these areas.

Adopted:	June 21, 2022	Legal References: Canadian Charter of Rights and Freedoms Manitoba Human Rights Code
Revised:		

- A. The Division’s employees have the responsibility to:
 - nurture safe, caring, and inclusive learning environments and workplaces that prioritize equitable practices and celebrate the diversity of each individual, each school community, each workplace, the Division as a whole, and the LRSD community
 - develop greater intercultural understanding*, knowledge about historical and ongoing impacts of colonialism*, compassion, and mutual respect

- B. The Division expects all students, all individuals accessing its schools, worksites, and other facilities, as well as all individuals accessing divisionally sponsored events to:
 - contribute to safe, caring, and inclusive learning environments and workspaces,
 - prioritize equitable practices, and
 - demonstrate respect for the diversity of each individual, each school community, each workplace, and the division as a whole.

- C. The following policies will direct follow-up when discriminatory practices or incidents are brought forward by students, staff, or members of the community:
 - [Policy ACF/ACG – Interpersonal Relations and Resolution of Concern About Harassment/Discrimination](#)
 - [Policy GBEB – Divisional Standards for Employee Conduct](#)
 - [Policy JK – Supporting Student Behaviour](#)

III. PROCEDURES

- A. The Division commits to providing learning and resources that support all members of the LRSD community with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to continually:
 - identify discriminatory biases* and oppressive systemic barriers*
 - eliminate discriminatory biases and oppressive systemic barriers

- B. The Division further commits to bringing students, staff, and families together to co-construct initiatives to:
 - identify all forms of racism in a proactive, capacity-building, and systematic way
 - eliminate all forms of racism in a proactive, capacity-building, and systematic way

- C. The Division commits to responding to all members of the LRSD community who request information about diversity, equity, inclusion, and anti-racist practices by providing resource materials or other supports available through school or divisional personnel.

- D. The Superintendent of Schools (or designate) shall develop, communicate, and implement practices that support safe, caring, and inclusive learning environments and workplaces.

- E. To support and promote student learning about diversity, equity and inclusion, the Superintendent of Schools (or designate) shall direct processes that enhance, as needed,

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divisionally-reviewed resources for all schools' libraries, with reference to divisional policies [IJ – Learning Resources and Materials](#), [IJA – Procedures for the Reconsideration of Learning Resources and Materials](#) and [IJL – Library Materials Selection](#).

- F. All schools will implement appropriate provincially approved curricula, as well as learning resources and materials that align with divisional policies [IJ – Learning Resources and Materials](#), [IJA – Procedures for the Reconsideration of Learning Resources and Materials](#) and [IJL – Library Materials Selection](#) to support student learning about diversity, equity and inclusion.
- G. The Superintendent of Schools (or designate) shall direct processes to assess the implementation of this policy, as part of the Division's ongoing planning processes per [Policy ILC/KCBB – Divisional Data Collection Initiatives](#).
- H. The Superintendent of Schools (or designate) shall review policy, with feedback from an intersection of the LRSD community, every 2 to 4 years.

* **Note:** Terms marked with an asterisk are defined in [Appendix B](#). Equivalent French vocabulary is presented in [Appendix C](#).

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