

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
COMMITMENT TO INDIGENOUS STUDENT ACHIEVEMENT	IHB

I. POLICY

The Louis Riel School Division supports program initiatives that to respond to political, historic, contemporary neo-colonial and systemic factors that may impact learning and achievement.

Accordingly, and in support of Manitoba Education priorities for Indigenous (First Nation, Metis and Inuit) student achievement and advancement of cultural perspectives, the Division is committed to sustaining initiatives to support and enhance the academic achievement of the Division's Indigenous students, as outlined in the **GUIDELINES** and **PROCEDURES** of this policy and consistent with Divisional Priorities.

II. GUIDELINES

The Louis Riel School Division supports public education by affirming the values of inclusivity and respect for cultural and ethnic diversity, and by promoting Indigenous Perspectives in education. Accordingly, the Division endorses and promotes:

- communication about Indigenous student achievement in accordance with and as mandated by policy and legislation
- instructional practices to enhance Indigenous students' academic and social-emotional learning
- professional learning initiatives for all educators to enhance Indigenous students' academic and social-emotional learning
- professional learning initiatives for all educators to enhance anti-racist practice and to deconstruct colonial education models
- initiatives that promote Indigenous students' academic achievement and social-emotional well-being
- resource management practices that support Indigenous student achievement

III. PROCEDURES

A. Support for Indigenous student achievement within the context of the values of public education may include:

1. Consultative processes with parents and other members of the greater Indigenous community to enhance student learning and professional practice as these priorities relate to Indigenous students' achievement
2. Elements in the current communication plan that

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- celebrate Indigenous students’ contributions to their school communities and their learning achievement
- highlight initiatives that support Indigenous students’ academic and social-emotional learning and promote community understanding of, and support for, those initiatives

B. Initiatives to support Indigenous student achievement may include but are not limited to:

1. School planning strategies that respond to identified needs of Indigenous students
2. Consultations with Indigenous high school students about program planning
3. Leadership and mentorship training opportunities for Indigenous students
4. Practices to assist Indigenous students who experience transitions from rural and reserve settings to LRSD schools, post-secondary education, and/or employment opportunities, including
 - ongoing communication with rural and federal reserve schools
 - providing information and supports to assist Indigenous parents to support their children’s achievement
5. Opportunities to assist Indigenous students to develop visions for their learning and their community; to learn about their heritage; and to explore post-secondary educational and/or career opportunities
6. Indigenous student leadership groups commensurate with school enrolments
7. Opportunities to learn Indigenous languages
8. Initiatives designed for individual students, groups of students and/or families, to support academic and social-emotional learning

C. Initiatives to promote professional practice and learning that supports Indigenous student achievement may include:

1. Access to professional development opportunities at both of the school and divisional levels to support the Division’s staff to engage in anti-racist, anti-colonial and anti-bias practices as a way to enhance Indigenous students’ academic and social-emotional learning
2. Culturally relevant action research by divisional and school staff to select effective programs
3. Support to integrate Indigenous Perspectives including curricular units and resource materials focusing on Indigenous culture and history
4. Support in teaching Treaty Education
5. A comprehensive collection of resource materials within the Indigenous Education Library
6. Collaboration with external agencies whose mandate focuses on support for members of the Indigenous community

D. Initiatives to develop school and divisional culture and climate by supporting Indigenous student achievement may include:

1. Opportunities for all of the Division’s staff to further develop cultural competencies
2. Initiatives that integrate Indigenous Perspectives into learning for all students (**Policy IFC – Commitment to Indigenous Perspectives in Education**)
3. Communication that celebrates the Indigenous cultural presence within, and contribution to, the divisional community

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E. Resource Management to support Indigenous student achievement may include:

1. Identifying relevant initiatives during the divisional annual budget process
2. Assisting divisional staff in formal leadership roles to support divisional goals and initiatives for Indigenous student achievement
3. Human Resources management that supports the Indigenous presence within, and contribution to, 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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