



Regina Roman Catholic Separate School Division # 81

Philosophic and Foundational Commitments 1300 First Nations, Métis & Inuit Education	Administrative Application	
	Effective:	December 18, 2018
	References:	Guiding Documents (see below) Policy 12 – Role of the Director Policy 13 – Appeals and Hearings Regarding Student Matters
	Status:	Operational

Preamble

The Regina Catholic School Division (RCSD) acknowledges that it is located on Treaty 4 territory and homeland of the Métis, and in keeping with its philosophy, recognizes that students of First Nations, Métis & Inuit ancestry represent a significant group. Divergent educational responses may be required to help them succeed in their educational development.

The Regina Catholic School Division supports in principle and will strive toward the achievement of the goal of education equity.

Application

1. RCSD is fully committed to the elimination of discrimination and actively fosters an environment that respects the ethnic and cultural identity of students.

In order to redress the legacy of residential schools and move towards reconciliation, RCSD acknowledges and is committed to addressing the *Truth and Reconciliation Commission Calls to Action*.

2. RCSD will provide opportunities for those associated with the school division to become knowledgeable about First Nations, Métis & Inuit ancestry and to develop an understanding of culture and worldview.
3. Any affirmative action program undertaken by RCSD with respect to people of First Nations, Métis & Inuit ancestry is expressly qualified by and made subject to RCSD's primary dedication to the preservation and promotion of Catholic values and the denominational character of its schools.
4. Learning materials and the presentation of curricular content shall:
 - a. Provide opportunities for students to acquire Christian attitudes toward the diversity and cultural heritage of First Nations, Métis & Inuit peoples.
 - b. Reflect the value of human dignity, irrespective of race, colour, gender, language, cultural heritage, religion, ethnicity, physical, or intellectual diversity especially as it applies to First Nations, Métis & Inuit people.



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- c. Encourage and develop each student's ability to identify, analyse, and to judge bias, prejudice, and stereotyping, particularly as it applies to people of First Nations, Métis & Inuit ancestry.
5. Psychological, educational, and other assessments for First Nations, Métis & Inuit students shall be culturally sensitive to their primary language, dialect, culture, ethnic, and racial background.
6. RCSD encourages staffing practices that consider the need for positive role models for First Nations, Métis & Inuit students.

Guiding Documents

1. Inspiring Success: First Nations and Metis PreK-12 Education Policy Framework, June 2018.
2. Truth & Reconciliation Commission of Canada: Calls to Action, 2015
3. The Learning Community in Aboriginal Education Priorities Report 2005-2007 – Aboriginal Education Provincial Advisory Committee, March 2005.
4. Aboriginal Education Provincial Advisory Committee: Action Plan 2000 – 2005.
5. Better Beginnings, Better Futures: Effective Practices Policy and Guidelines for Pre-Kindergarten in Saskatchewan Community Schools, 2004 Edition.
6. Aboriginal Elders and Community Workers in Schools, August 2001.
7. The Common Curriculum Framework for Aboriginal Language and Cultural Programs Kindergarten to Grade 12, June 2000.
8. Aboriginal Education Initiatives in Saskatchewan Education: 1995 – 1998.
9. Equity in Education: Our Children, Our Communities, and Our Future, 1997.
10. Building Communities of Hope: Best Practices for Meeting the Learning Needs of At-Risk and Indian and Metis Students, March 1996.
11. Diverse Voices Selecting Equitable Resources for Indian and Metis Education, March 1995.