

POLICY NAME	CULTURAL INCLUSION, EQUITY, AND ENGAGEMENT POLICY (IHAF)
Original approval date	2015-06-02
Last review date	2026-06-30
Next review date	2031-2032
Related documents	N/A

1. PURPOSE & SCOPE

- 1.1. This Policy applies to all New Frontiers School Board (NFSB) educational institutions and learning environments, including schools and adult education centres. The NFSB is committed to ensuring that cultural learning.
 - 1.1.1. Connects learning to the world and community. Cultural and artistic experiences foster creativity, collaboration, and real-world problem solving;
 - 1.1.2. Celebrates diversity. Students learn to value multiple cultural traditions, perspectives, and contributions;
 - 1.1.3. Fosters empathy and respect. Exposure to diverse narratives builds capacity for understanding and compassion;
 - 1.1.4. Promotes student success. Cultural engagement and strong arts education strengthen motivation, creativity, and achievement across subjects.
 - 1.1.5. Supports identity and belonging. A culturally rich learning environment supports emotional well-being and contributes to safe, inclusive communities;
 - 1.1.6. Advances Reconciliation. Cultural learning must include authentic engagement with Indigenous histories, cultures, and knowledge systems.
- 1.2. NFSB's REDI practices are guided by the following principles:
 - 1.2.1. Equity recognizes that fairness requires responsive and differentiated approaches that address diverse needs, systemic barriers, and lived experiences;
 - 1.2.2. Diversity acknowledges and values human differences, including but not limited to race, culture, language, gender identity, sexual orientation, abilities, religion, age, and socioeconomic status;
 - 1.2.3. Inclusion ensures that all individuals, including those with mobility and accessibility needs, feel welcomed, respected, represented, and able to participate fully.;
 - 1.2.4. Reconciliation commits to acknowledging historical and ongoing injustices experienced by Indigenous Peoples and working actively toward respectful relationships, understanding, and meaningful systemic change;
 - 1.2.5. Cultural responsiveness affirms the importance of cultural expression, artistic practice, and community knowledge as essential to identity, learning, and belonging;
 - 1.2.6. Shared responsibility affirms that REDI is the responsibility of all members of the NFSB community.
- 1.3 NFSB is committed to fostering a learning community where culture—and the values of Reconciliation, Equity, Diversity, and Inclusion—are embedded throughout the educational experience, supporting creativity, empathy, belonging, and pride.

2. DEFINITIONS

REDI	Reconciliation, Equity, Diversity and Inclusion
TRC Call 63:	Calls to action #63 of the Truth and Reconciliation Commission, which reads as follows: “We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: i) Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii) Building student capacity for intercultural understanding, empathy, and mutual respect. iv) Identifying teacher-training needs relating to the above.”

3. ROLES & RESPONSIBILITIES

The New Frontiers School Board shall	a) Provide leadership and direction through a REDI Committee with a clear vision, mandate, and alignment to the NFSB Mission, Vision and Values; b) Promote the visibility, transparency, and accessibility of cultural initiatives and REDI-related commitments; c) Ensure collaboration between departments, committees, and establishments to support cultural and educational best practices; d) Facilitate partnerships with artists, cultural organizations, Indigenous communities, and community groups; e) Provide financial and material support for cultural programming, professional development, and school-based initiatives; f) Ensure access to board-wide resources, including: g) A multicultural Days of Recognition Calendar; h) A REDI SharePoint hub with lesson plans, activities, guest speaker lists, training capsules, and teaching guidelines; i) Provide guidelines for land acknowledgements in communications, classrooms, and public events; j) Support the embedding of Indigenous perspectives, histories, and experiences in curriculum from K–11 in accordance with TRC Call 63; k) Recognize and value diverse lived experiences, cultural knowledge, multilingualism, and community representation in staffing and partnerships, while ensuring qualifications and professional expertise remain central considerations in hiring practices; l) Provide staff training in culturally relevant pedagogy, anti-discrimination practices, restorative approaches, accessibility awareness, and equity-focused professional learning; m) Ensure opportunities for students and staff to participate in meaningful cultural events, including ArtsFest, Black History Month, Indigenous cultural experiences, LGBTQ+ awareness activities, and more.
The REDI Committee shall	a) Lead the development, coordination, and promotion of cultural initiatives across the board; b) Maintain the NFSB Five Branches Framework (Reconciliation, Equity, Diversity, Inclusion, Anti-Bullying/Holocaust Remembrance); c) Curate and disseminate resources, professional development, and classroom materials; d) Support continuity of cultural initiatives through long-term planning and annual action plans; e) Gather feedback from staff, students, and partners to improve practices; f) Identify challenges and develop strategies to address barriers such as dissemination gaps, time constraints, and perception issues.
Schools & Centres shall	a) Embed a cultural dimension within its Educational Project. b) Promote culturally inclusive environments that reflect the diversity of students, families, and communities. c) Provide quality arts education with staff knowledgeable in arts disciplines. d) Encourage board-wide participation in cultural celebrations, learning activities, and awareness events. e) Integrate culturally relevant and Indigenous perspectives across subject areas. f) Utilize community resources, cultural partners, and the NFSB SharePoint for planning and enrichment. g) Recognize, value, and showcase students' artistic and cultural expressions. h) Establish or designate a school-level REDI Committee or team to coordinate initiatives.

4. IMPLEMENTATION AND ACCOUNTABILITY

- 4.1. The REDI Committee will produce an annual report for the Director General summarizing activities, progress, challenges, and recommendations.
- 4.2. Educational Services will support the development of culturally responsive pedagogy through professional development, classroom support, and resource sharing.
- 4.3. The Administrative Council will monitor progress on TRC Call 63 implementation, staff training, and cultural programming.

5. AUTHORITY

This Policy and its organizational guide(s) are administered under the authority of the Director of Educational Services and the Director of Continuing Education.

6. REVIEW

The Director of Educational Services and the Director of Continuing Education will review this policy at least once every five (5) years.

End.