

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section BOARD PHILOSOPHY

Reviewed:

Review by: December 2029

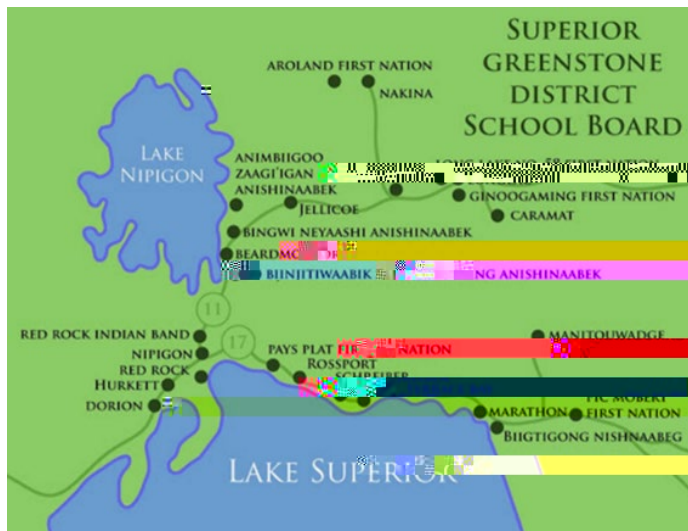
## **Purpose**

This management guideline provides a comprehensive framework for implementing the Truth and Reconciliation Policy of the Superior-Greenstone District School Board (SGDSB). These guidelines affirm the board's commitment to meaningful engagement with Indigenous communities, honoring the National Truth and Reconciliation Commission (TRC) Calls to Action, and fostering an inclusive educational environment.

## **Guiding Principles**

- **Respect for Indigenous Rights:** Acknowledge that Indigenous Peoples are self-determining nations with inherent rights, as recognized by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
- **Inclusivity and Equity:** Strive to meet the diverse needs of both Indigenous and non-Indigenous students and staff, ensuring that all voices are heard and valued.
- **Holistic Education:** Incorporate the principles of the Medicine Wheel, focusing on the emotional, intellectual, physical, and spiritual well-being of students.
- **Cultural Competence:** Respect and integrate the unique perspectives and histories of the various Indigenous communities served by SGDSB.

## **Communities and Partnerships**



SGDSB serves a vast geographical area of approximately 42,000 km<sup>2</sup>, encompassing multiple First Nation communities, Métis councils, and unceded territories. The board is committed to building and maintaining strong relationships with these communities through ongoing consultation and collaboration.

First Nation Communities	Tribal/Indigenous Education Affiliations	Metis Councils, Treaty Areas Served
Aroland First Nation *	Anishinabek Education System	Robinson-Superior Treaty
Animbiigoo Zaagi'igan Anishinaabek	Anishinabek Nation	Treaty 9
Biigtigong Nishinaabeg *	Kinoomoodzawin Education Body	Unceded Territories
Biinjitiwaabik Zaaging Anishinaabek *	Matawa	Thunder Bay and District Metis Council
Bingwi Neyaashi Anishinaabek	Nishnaabe Aski Nation	Superior North Shore Metis council
Flying Post First Nation	Nokiiwin	Greenstone Metis Council
Ginoogaming First Nation *	Unions of Ontario Indians	
Long Lake #58 *	Wabun	
Marten Falls First Nation *	7 Generations	
Netmizaaggamig Nishnaabeg *		
Pays Plat First Nation *		
Red Rock Indian Band *		
Whitesand First Nation*		

\* SGDSB has an ESA, RESA or REA with the community

### Importance of Community Partnerships

**Partnerships:** Foster strong relationships with Indigenous communities, involving them in decision-making processes and respecting their knowledge and perspectives.

**Engagement:** Regularly engage and consult with Indigenous advisory committee members and partners to align educational practices with community needs and aspirations.

### Programming, Resources, and Delivery of Indigenous Education for Students

- **Curriculum Integration:** Embed teachings about residential schools, treaties, and

## Language Revitalization

- **Anishinaabemowin Programs:** Develop and support Anishinaabemowin language programs in all schools, ensuring access to both in-person and online resources.
- **Professional Development for Language Teachers:** Provide regular training for Native Language teachers, prioritizing the hiring of those who speak the language and identify as Indigenous.
- **Community Involvement:** Engage local language keepers in delivering language programs where possible.

## Events & Celebrations

SGDSB will engage in events such as Powwows and other cultural celebrations that provide opportunities to build relationships, celebrate Indigenous culture, and engage in meaningful learning.

- Celebrate Indigenous partnerships, history and culture.
- Build relationships.
- Be part of the celebrations and learning associated with events and celebrations.

We recognize that not everyone may be familiar with various events and celebrations. We also acknowledge and respect that SGDSB staff and students represent many diverse cultural

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## **First Nation Advisory Committee (FNAC)**

The FNAC serves as a crucial body for facilitating dialogue and collaboration between SGDSB and Indigenous communities. The committee ensures that educational decisions are made in partnership with First Nations, respecting their autonomy and input.

### **Guidelines for FNAC Meetings:**

- **Frequency:** A goal of eight meetings annually, with at least one held within the community where possible.
- **Focus Areas:** Transition planning, student success, event planning, and community engagement.
- **Documentation:** Minutes of all meetings to be stored in the designated secure area as defined by the Manager of Indigenous Education.

## **Indigenous Education Advisory Committee (IEAC)**

The IEAC focuses on broader regional discussions related to Indigenous education within SGDSB. It advises the board on policies, curriculum content, and strategies to improve educational outcomes for Indigenous students.

### **Key Responsibilities:**

- **Policy and Strategy Development:** Provide input on the board's strategic plans and initiatives related to Indigenous education.
- **Performance Review:** Review outcomes for Indigenous students and recommend actions for continuous improvement.
- **Communication:** Ensure that developments from IEAC meetings are communicated to the board and broader community, fostering transparency and accountability.

These refined guidelines provide a structured approach for SGDSB's commitment to Truth and Reconciliation, ensuring that Indigenous voices are central in all educational processes.

## **Truth and Reconciliation Action Plan**

- **Development:** Collaborate with First Nation Advisory Committees (FNAC) and the Indigenous Education Advisory Committee (Iom om (ca)10.77 (o)10. a5ng te ty( )Tj/TT1 1 Tf--7.538.