

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 Indigenous contributions across all grade levels and subjects.
- **Resource Provision:** Ensure that teachers have access to vetted, culturally relevant resources and receive support from the Manager of Indigenous Education for program delivery as needed.
- **Cultural Exposure:** Provide opportunities for all students, Indigenous and non-Indigenous, to learn about Indigenous cultures, histories, and traditions at both local and broader levels.

Programming, Resources, and Delivery of Indigenous Education for Staff

- **Professional Development:** Offer ongoing professional development opportunities focused on Indigenous history, culture, and traditions to all staff, ensuring they are equipped to serve both Indigenous and non-Indigenous students effectively.
- **Partnerships:** Collaborate with Indigenous partners and organizations to provide authentic learning experiences for staff.

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 and/or spiritual backgrounds. To respect the diversity of staff and students, accommodations for events and celebrations are available as/if needed. (See policy 717)

Accommodations for staff can include (but not limited to):

- Refraining from participating in the smudging.
- Not participating in the opening and closing ceremonies (ie staying on the bus, or in the school, or outside of the circle).
- Refraining from dancing.
- Requesting a re-assignment for the day.
- Working with site administrator to determine an alternate work placement scenario.
- Potentially staying with students who will not be attending the event/celebration.

Accommodation documents can be accessed through the Manager of Indigenous Education.

**Accommodation requests should be made to the site administrator/Principal/Vice Principal of the school at least one week prior to the event or celebration to ensure adequate time for accommodation planning.*

Days of Significance

SGDSB recognizes the importance of specific days and events that honor Indigenous cultures and histories. These days are categorized into Level A and Level B, with expectations for meaningful engagement and collaboration with Indigenous communities, particularly in schools with active Education Service Agreements (ESAs).

- Level A: Days of Major Recognition – During these dates, it is the expectation of SGDSB that all staff and students participate in meaningful learning on, or service towards, Indigenous communities. All members of the SGDSB are expected to refrain from planning other events or events that detract from this goal.
 - National Day of Truth and Reconciliation (Orange Shirt Day) (September 30). Meetings should be avoided four workdays prior to the recognized date. All schools and school board staff will participate in meaningful learning around Truth and Reconciliation on the day or the designated day.

- National Week of Truth and Reconciliation (4 workdays leading up to September 30, and September 30th)
 - When September 30th lands on a weekend, SGDSB will recognize the closest, work day prior to September 30th as the day that SGDSB will acknowledge National Day for Truth and Reconciliation/Orange Shirt Day.
 - National Indigenous Peoples Day (June 21st). SGDSB will strive to avoid exams, field trips or excursions that are school led to the best of their ability on this day. All schools will participate in meaningful learning for staff and students, while supporting opportunities for students who identify as Indigenous to participate in community events.
- All schools that have an active Education Service Agreement (ESA) will provide opportunities to collaborate with First Nation communities. Level B: Dates of Special Significance – These dates need to be recognized by the Board, schools, and encourage employees to recognize these days. Meetings or events can occur on these dates, provided SGDSB strives to not interfere with community events or practices. Schools are encouraged to participate in events honouring these days, using provided resources or vetting resources through the Indigenous Portfolio. These days include but not limited to:
- National Ribbon Skirt Day (January 4th)
 - International Mother Language Day (February 21st)
 - Indigenous Language Day (March 31st)
 - National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ Peoples (MMIWG2SLGBTQQIA+) - (May 5th)
 - Bear Witness Day (May 10th)
 - Moose Hide Campaign Day (May 16th)
 - Anishinabek Day (June 6th)
 - National Indigenous History Month (all of June)
 - International Day of the World's Indigenous Peoples (June 9th)
 - Powley Day (September 19th)
 - National Day of Action for Missing and Murdered Indigenous Women, Girls, and 2SLGBTQIA+ (October 4th)
 - Treaties Recognition Week (Ontario) – First Week of November
 - Inuit Day (International) – (November 7th)
 - Indigenous Veterans Day (National) – (November 8th)
 - Rock Your Mocs Week – 2nd week (or week following Treaty Week) of November
 - Louis Riel Day (Ontario) - (November 16th)
- The aforementioned dates may be recognized in the following ways (but not limited to):
- Included in instructional classroom curriculum
 - On school and school board social media platforms, announcements, and newsletters
 - Staff meetings
 - Professional development opportunities as available

Anti-Racism Initiatives

1. **Policy Enforcement:** Implement and enforce anti-racism policies to ensure a safe and inclusive environment for Indigenous students and families.
2. **Awareness Campaigns:** Conduct programs to educate the school community about the impacts of racism, the importance of reconciliation, and mechanisms for reporting.

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 (IEAC) to formulate a comprehensive action plan.
- **Implementation:** Regularly review and update the plan to reflect evolving needs and incorporate feedback from Indigenous communities.

Review Process

- **Annual Review:** A status report will be presented annually at an IEAC meeting.
- **Comprehensive Review:** Conduct a full review of these guidelines every three years or as requested by the IEAC, integrating feedback from Indigenous communities and other stakeholders.

Conclusion

The Superior-Greenstone District School Board is committed to advancing Truth and Reconciliation through dedicated efforts in education, community engagement, and anti-racism. By adhering to these management guidelines, SGDSB aims to create an inclusive and supportive environment for all students and staff, honoring the rich histories and contributions of Indigenous Peoples.