

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD PHILOSOPHY

Policy Truth and Reconciliation

Management Guideline Applies

105

Board Approved: August 26, 2024

Reviewed:

Review by: December 2029

“Working Together for the Children and Community”

Policy

It is the policy of Superior-Greenstone District School Board (SGDSB) to engage in Truth and Reconciliation in a meaningful way and respectfully uphold the Calls to Action. It is also the policy of SGDSB to acknowledge that Indigenous Peoples are distinct from other equity seeking groups in that they are self-determining nations with inherent rights, laws, and institutions and have their own distinct rights as per the United Nations on the Rights of Indigenous Peoples (UNDRIP).

This work is connected to the partnering Management Guideline.

Superior-Greenstone District School Board acknowledges the continued need to work towards honoring the National Truth and Reconciliation Commission (TRC) and the 94 Calls to Action, including the Calls to Action specifically related to education. Thus, SGDSB will adhere to the following:

1. Commit to the development of a Truth and Reconciliation Action Plan in consultation with First Nation Advisory Committees and the Indigenous Education Advisory Committee which includes 3 Metis councils, 13 First Nation communities and various tribal councils;
2. Commit that all students engage in learning about the knowledge of residential schools and their devastating impacts on Indigenous communities in Canada and recognize the importance of their contributions to the reconciliation process;
3. Commit that all learning embeds an understanding of the significance of the treaties, agreements and the shared history of First Nations, Metis, Inuit and non-Indigenous peoples;
4. Commit to the continued implementation and development of Anishinaabemowin programs and work to assist in revitalizing Anishinaabemowin;
5. Commit to provide opportunities to all staff and students to learn more about the richness of Indigenous worldview and cultures, working in consultation with Indigenous peoples prioritizing vetted local knowledge;

6. Commit to implement, promote and enforce anti-racism strategies as it relates to Indigenous students, families and communities.

Areas of Focus

1. Programming and program delivery for students who identify as First Nation, Metis, or Inuit.
2. Supporting students who identify as First Nation, Metis, or Inuit by being accepting and supportive of cultural practices, days of significance, and identity.
3. Supporting staff who identify as First Nation, Metis, or Inuit by being accepting and supportive of cultural practices, days of significance, and identity.
4. Honoring Days of Significance for all students and staff through vetted resources.
5. Ensuring that all students and staff have appropriate resources to support learning of Indigenous identity, culture and tradition through curriculum and vetted resources.

Guiding Principles

Superior-Greenstone District School Board recognizes that in working towards Truth and Reconciliation, we must meet the needs of staff and students from various aspects both for Indigenous and non-Indigenous staff and students. SGDSB is on segments of Robison-Superior Treaty (1850), a segment of Treaty 9, and acknowledges that many communities we serve are on unceded territory. SGDSB's geographic location serves many First Nation communities, 3 Metis Councils with the acknowledgement that individuals from other communities may be attending SGDSB schools. SGDSB also acknowledges that we work closely with various Tribal Councils and the Anishinabek Education System.

It is important to acknowledge that each community has their own unique perspectives and beliefs, and various Indigenous groups reside within these Treaties, Metis council areas and unceded territories that SGDSB serves. The various community perspectives, histories and colonial impacts that have been made known to us allows SGDSB to better align the educational experience for students and families.

The intent of this policy is to ensure that SGDSB is taking an active approach to meeting the Truth and Reconciliation Calls to Action as they are able to through a job-embedded, learning stance. This work will require time, learning, engagement, and open communication with Indigenous partners. This will further help SGDSB meet the needs of students who identify as Indigenous (see Policy 527), while also teaching students who do not identify as Indigenous to learn the history, teachings and values of Indigenous peoples as it is appropriate.

Part of SGDSB's work towards Truth and Reconciliation is honoring and centering Indigenous ways of knowing. An important epistemology to Indigenous ways of being is the Medicine Wheel with SGDSB paying close attention to the Emotional, Intellectual, Physical and Spiritual parts of the human being, and how the work/learning impacts students in these areas.

Review

Review of this Policy shall be reviewed every five years, or at the request of Indigenous Education Advisory Committee (IEAC) membership.

References:

Equity and Inclusive Education. Superior-Greenstone District School Board. Policy 536. (2022). Retrieved from: <https://www.sgdsb.on.ca/upload/documents/policies/536-equity-and-inclusive-education-june-.pdf>

Indigenous Education Advisory Committee. Superior-Greenstone District School Board. Policy 539. (2023). Retrieved from: <https://www.sgdsb.on.ca/upload/documents/539-native-education-advisory-committee-001.pdf>

Indigenous Education. Upper Grand District School Board. Policy 51. (2021). Retrieved from: <https://www.ugdsb.ca/wp-content/uploads/2021/03/519-Indigenous-Education-First-Nations-M%C3%A9tis-Inuit-Policy-Statement-2021-05.pdf>

Rainbow School. Truth and Reconciliation: A commitment to Action. (2019). Retrieved from: <https://www.rainbowschools.ca/wp-content/uploads/2019/10/Truth-and-Reconciliation-Action-Plan-2019-2024.pdf>

Truth and Reconciliation Commission. (2015). Truth and reconciliation commission: Calls to action. *Winnipeg: Truth and Reconciliation Commission.*

United Nations Declaration on the Rights of Indigenous Peoples. (2007). Retrieved from: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Voluntary Indigenous Student Self-Identification. Superior-Greenstone District School Board. Policy 527. (2023). <https://www.sgdsb.on.ca/upload/documents/527-voluntary-indigenousl-student-self-i001.pdf>