

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 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 (c)8.9 (ul)2.6 (t)-60MCID 31 BDC -0.002 Tc 0.007 Tw T*[W]-3.7 (e r)4.9 (ec)

▪

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.