York Catholic District School Board and the FNMI PLC’s
Sound Foundations for the Road Ahead

Fall 2006 Progress Report on Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework

Enrolment in Secondary Native Studies Courses

Student Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>0</td>
<td>1000</td>
<td>2500</td>
</tr>
</tbody>
</table>

Boards’ Perceptions of Relationships Between Boards and Local First Nations

% of reporting boards

- Past
- Present

1 = little contact, little trust
5 = meaningful collaboration, high degree of trust
Walking the Good Path Together

First Nations, Métis, and Inuit Policy Framework at the York Catholic District School Board
First Nations, Métis, and Inuit Policy Framework

YCDSB

YCDSB FNMI Steering Committee

2 Superintendents
1 YRDSB Representative
5 Community Representatives
3 Teachers
(1 FN, 1 Metis)
1 Vice Principal
2 Literacy PRT’s

New:
1 Rep from Canadian Red Cross
1 Rep from Seneca College
First Nations, Métis, and Inuit Policy Framework

YCDSD

Self Identification

a. Registration Forms
b. Verification Forms
First Nations, Métis, and Inuit Policy Framework
YCDSB

- Desire For Change
- October, 2010
Student led presentations of 2 novels (*April Raintree* and *Keeper ‘N Me*) to Rama First Nation
First Nations, Métis, and Inuit Policy Framework
YCDSB

NAC2A0 Grade 10 Native Studies Curriculum Writing

2 Literacy PRT’s

4 Teachers
(1 Metis, 1 First Nation)
1 Consultant
First Nations, Métis, and Inuit Policy Framework
YCDSB

NDW4M1 Grade 12 Native Studies Curriculum Writing
First Nations, Métis, and Inuit Policy Framework

YCDSB

YCDSB
Native Studies PLC
17 Teachers
NAC2O1 Students benefit from hands on activities with professional artists...
First Nations, Métis, and Inuit Policy Framework
YCDSB

BRAE Consultants PLC
York Catholic Board: Including Native Languages teachers with Native Studies teachers

5 Meetings
Sharing Ideas, Sharing Resources @ the PLC…

- Native Studies students go to Crawford Lake for hands-on learning...
First Nations, Métis, and Inuit Policy Framework
YCDSB

BRAE
Native Studies Teachers PLC
@ YRDSB

3 Teachers
Sharing Lesson Resources...e.g., Seven Sacred Teachings
Your Character:  
The “Seven Grandfathers Avatar” of Turtle Island!

- Grandfather:
- Direction:
- Colour:
- Animal:
- Plant:
- Tree:
- Music Note:
Honesty: *The Raven*…

Grandfather: HONESTY
Direction: South
Colour: Red
Animal: Raven
Plant: Cedar
Tree: Cottonwood
Music Note: D
You are walking in the market in your village, crammed with many tables with vendors selling all kinds of things like fruits, tools, etc. You see a small girl who looks dirty and rough...she is obviously homeless. The girl reaches up towards the table of a rich vendor selling fruits and quickly snatches some, hiding them under her clothing and she starts to run away. Some of the fruits fall and roll up to your feet. The vendor turns in time to see the girl run away, but he did not see the theft. Others in the crowd start yelling, “Thief! thief!” pointing in the direction the starving, homeless girl ran. You pick up the fruit that fell by your feet. The vendor turns to you but does not see that you hold one of his fruits. He asks you, “Hey there, traveler...what happened here? What did you see??”

Should you answer...
Answer # 1 “I didn’t see anything, but this fruit rolled to my foot.” You can protect the poor starving girl, but give the vendor back his fruit—after all, you can afford to pay for it.

Answer # 2 “I didn’t see anything.” You can find the girl and give her the fruit you picked up after you leave. She’s obviously starving and needs the food a lot more than this rich merchant does!

Answer # 3 “A girl stole your fruit, and here is another that fell,” and give the fruit to the vendor. Perhaps the girl will eventually be caught, but you are not going after her yourself.
- **Answer #1**: 2 points
- **Answer #2**: 1 point
- **Answer #3**: 3 points
First Nations, Métis, and Inuit Policy Framework
YCDSB

FNMI Curriculum Enrichment
Grade 9 Religion
Future Directions

Deepening Implementation – Two Elements:

1. The availability of resource materials that are contemporary and inclusive of First Nation, Métis, and Inuit perspectives
2. The benefit of having dedicated school and board personnel who are focused on supporting the needs of First Nation, Métis, and Inuit students