



First Nation, Métis, and Inuit Education Multi Year Plan

2010-2013

Revised October 2011



- Integrity
- Responsibility
- Cooperation
- Caring
- Respect
- Optimism
- Honesty
- Empathy
- Courage
- Inclusiveness

THE VISION - EAST

<p align="center">The Ontario First Nation, Métis, and Inuit Education Policy Framework</p>	<p align="center">The Simcoe Path</p>
<p>Our plan for First Nation, Métis, and Inuit education within the Simcoe County District School Board captures the vision of the Framework Policy which states: First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue post-secondary education or training and/or enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives (p.7).</p>	<p>Relevant, purposeful learning supporting high achievement, well-being and learning for life. Conduct ongoing review and monitoring of the annual Board Improvement Plan for Student Achievement with a focus on:</p> <ul style="list-style-type: none"> • Demonstrated improvement in the indicators of student success JK-Grade 12 and in continuing education • Evidence of professional learning communities • Design and delivery of effective and appropriate programs which meet individual learner needs • Engaging parents and community partners in supporting student learning <p>Inclusive, equitable and safe learning and working environments</p> <ul style="list-style-type: none"> • Integrate “commit to Character” attributes in teaching, learning and leading • Include the voices of our diverse communities • Understand, identify and remove barriers in order to achieve student sense of belonging and future prospects <p>Confidence in public education</p> <ul style="list-style-type: none"> • Communicate in order to build relationships, inform and educate • Understand and serve our stakeholders and community • Welcome public engagement • Seek opportunities for purposeful partnerships • Celebrate our success <p>Responsible stewardship of resources</p> <ul style="list-style-type: none"> • Cultivate student voice, leadership and participation in the community • Align resources intentionally to board priorities

RELATIONSHIPS - THE SOUTH

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING

Reach Every Student Goal:

Students will have access to differentiated instruction and assessment that is responsive to the unique needs of the learner to support high achievement, well-being and learning for life.

Close the Gap goal:

For provincial, system and classroom assessments, achievement and learning skills trends for specific student groups including but not limited to First Nation, Métis and Inuit (FNMI), Special Education, English Language Learners (ELL) and gender are analyzed to inform School Improvement Plans (SIP), classroom instruction and specific interventions.

KNOWLEDGE - WEST REQUIRED TO LEARN AND ACT UPON

FNMI NEEDS ASSESSMENT

Primary EQAO:

- Reading results have improved 14% since 2008-2009 to 59% meeting the standard;
- Writing has improved 16%, with 67% of students meeting the standard; **and**
- Mathematics results have improved 12% since 2008-2009, with 64% of students meeting the standard in 2010-2011.

Junior EQAO:

- Reading has improved 7% since 2008-2009 with 60% meeting the standard;
- Writing has improved 17% with 56% meeting the standard; and
- Mathematics has improved 2%, with 42% of students now meeting the standard.

2011 OSSLT

- 59% of self-identified FTE **FNMI** students were successful.

Grade 9 Mathematics

- In academic mathematics, results have improved 7% since 2008-2009 to 75% meeting the provincial standard.
- In applied mathematics, results have decreased 15% since 2008-2009, with 26% of students meeting the standard.

Credit Accumulation: to be updated

First Nation, Métis, and Inuit Education Policy Framework Goal: High Levels of Student Achievement

Performance Measures:

1. Significant increase in the percentage of First Nation, Métis and Inuit students meeting provincial standards on province wide assessments in reading, writing and mathematics.

Strategies:

- 1.1 Build capacity for effective teaching, assessment and evaluation practices.
- 1.2 Promote system effectiveness, transparency, and responsiveness.

2010-2011 Action Items

- Recruited and hired 4 permanent First Nation, Métis, and Inuit Student Advisors to support First Nation, Métis, and Inuit students in schools; ✓
- Provided 0.5 Student Advisor support to the Seventh Fire program operating out of the Georgian Bay Native Friendship Centre; ✓
- Included First Nation, Métis, and Inuit student achievement data in the Board Improvement Plan for Student Achievement; ✓
- EQAO provided report to SCDSB on First Nation, Métis, and Inuit student achievement results; ✓
- Investigate pass and graduation rates for secondary FNMI students
- Provided Literacy and Learning Basket Professional Development for Grade 6 and Teacher Librarians; ✓
- Facilitated cultural awareness sessions for Special Education Resource Teachers and Educational Assistants in Areas 1 & 2; ✓
- Assist schools in the analysis of First Nation, Métis, and Inuit student achievement data to inform School Improvement Plans, TLCs, classroom instruction and specific interventions; ✓
- Finalize Voluntary Confidential Self-Identification APM based on OnSIS Pilot Project recommendations;
- Revise First Nation, Métis, and Inuit Ancestry Voluntary Self-Identification brochure; and
- Develop process for reporting to First Nation, Métis, and Inuit parents and communities on First Nation, Métis and Inuit student achievement.

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation/Outcomes
Recruited and hired First Nation, Métis, and Inuit Special Education Coach to support First Nation, Métis, and Inuit student learning needs and staff.	FNMI Student Advisors, Special Education Team, First Nation school staff, FNMI Policy Framework.	Provide PD to Education Assistants, FNMI Leadership Team, support Special Education team with FNMI infusion, transitioning	Regular meetings with Principal of FNMI Education. Work with Special Education consultants.	Principal of FNMI Education Principal of Special Education	Professional Learning opportunities will have been provided. Established relationships with FNMI Special Education students and supports in place. SCDSB Transitions documents will have incorporated FNMI understandings. Formal transition process with First Nation schools.
Ensure that FNMI students benefit from school-based early screening	FNMI Special Ed. Coach, Student		Principal of FNMI Education will	School Principals, Principal of FNMI	Student achievement data will have been analyzed and schools

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation/Outcomes
and intervention programs.	Advisors. OLA, HRS data		review data and consult with schools if required.	Education, FNMI Special Education Coach and Consultants.	will be consulted should the data indicate interventions required.
Provide professional development activities focused on the needs of First Nation, Métis and Inuit students, including students with special education needs.	FNMI Student Advisors, staff, FNMI Special Education Coach, Elders/Traditional teachers	Provide PD to Educational Assistants on Nov 18 PA Day. Provide Cultural Awareness Training to SERTS.	Post PD Feedback forms /exit ticket after each session. Feedback form to include next steps for embedding into classroom and/or work with FNMI students.	FNMI Special Education Coach, Principal of FNMI Education	Professional development will have been completed. Participants will provide feedback. Increased understanding of FNMI culture and FNMI student needs.
Continue cultural awareness sessions for Special Education.					
Include pass, credit accumulation, graduation rates, IEP, IPRC, CASI, PM, OLA and Hearing and Recording Sounds in the Board Improvement Plan for Student Achievement and Well-Being (BIPSA-WB).	Research and Evaluation Services, BIPSA-WB,	Analyze data to inform next steps and target setting.	Regular meetings, update to Superintendent of Education, FNEAC	Manager of Research and Evaluation Services, Principal of FNMI Education, Superintendent of Education	Data reports will be completed. Data will be included in BIPSA-WB. Share targets with the First Nation Education Advisory Committee.
Set FNMI student achievement targets.					
Revise Voluntary, Confidential Self Identification of Aboriginal Students Policy 4195, documents and student information system to align with Ministry directives.	Aboriginal Education Office Supplementary Grant, Planning and Enrolment, Freedom of Information Officer, Research and Evaluation Services, IT staff, Community Working Group	Communicate revisions to staff. Consult and communicate changes with FNMI families and communities throughout Simcoe County.	Report back to Ministry by July 15, 2012 Community Working Group	Manager of Research and Evaluation Services, Planning and Enrolment, Freedom of Information Officer, IT staff, Principal of FNMI Education, Superintendent of Education	Established Community Working Group. Revised policy and completed APM aligned to Ministry directives. Student Information System will collect self identification data for 3 cohorts only: First Nation, Métis and Inuit. Revised publications to inform and promote self-identification within FNMI families and communities.
Finalize and align the draft Voluntary, Confidential Self Identification of Aboriginal Students with Ministry directives.					
Develop process for reporting to First Nation, Métis, and Inuit parents and communities on FNMI student achievement.					

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation/Outcomes
<p>Offer training to teachers about First Nation, Métis, and Inuit histories, cultures and perspectives: Restorative Practices and Aboriginal Perspectives: Teacher's Toolkit.</p>	<p>FNMI Literacy and Learning Bundles, Aboriginal Perspectives: The Teacher's Toolkit,</p>	<p>Assist school staff with the incorporation of FNMI perspectives when planning instruction.</p>	<p>Feedback/exit ticket , next steps # circles in schools</p>	<p>Principal of FNMI Education</p>	<p>Evidence of achievement for focus students will be recorded and shared with principal and superintendent</p>
<p>Continue to support school TLCs, focusing on assessment & instructional strategies that are designed to enhance the learning of all FNMI students. Professional Learning Cycles Use of school and board data to identify clusters of students working through level 2 to differentiate instruction. Consideration will be given to identifying focus students in applied level courses and those representing FNMI, special education and identified groups. Ensure the school PLCs include FNMI student achievement, particularly in the area of numeracy.</p>	<p>FNMI Policy Framework, Central Program staff, FNMI communities, Biidaaban Team, Restorative Practices Templates, Restorative Practices for Respectful Relationships poster, Ontario Provincial Police, Literacy Coaches, BIPSA-WB, Essential Practices</p>	<p>The Principal-led Professional Learning Cycle for all staff, informs instruction and assessment. Principal, literacy coach, and/or department chairs collaboratively plan and lead the Professional Learning Cycle Participate in Regional training session on Toolkit (team of 6). Provide Adobe Connect session to introduce Toolkit and then face to face session.</p>	<p>List of schools with trained Facilitators – to be included in All Supports document Principals to review student achievement data to inform planning, including results for sub-groups,</p>	<p>School Principals, Central Program staff, Superintendent / Principal PLCs and visits</p>	<p>Evidence of inclusion of FNMI perspectives in SIPs and PLCs designed to improve FNMI student achievement and increase knowledge by all students. Each participating school will have 2 teachers trained to implement the Aboriginal Perspectives: Teacher's Toolkit. Trained Facilitators in conducting Restorative Circles using scripted process. Track number of incidents requiring the use of the circle, reasons why and outcomes Increased use of informal and formal restorative practices in schools.</p>
<p>Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively.</p>		<p>Stage 2: Restorative Practices Facilitator Training</p>			
<p>Incorporate FNMI resources from the Literacy and Learning Baskets when planning instruction. Integrate secondary print resources into English curricula.</p>	<p>All schools have FNMI Literacy and Learning Baskets. Text: Strength and Struggle to all English dept.</p>	<p>Establish Canadian History and English PLC to align new resources from Secondary Literacy and Learning Bundles with History and English</p>	<p>Planning templates for PLCs Department Chairs meetings.</p>	<p>Principal of FNMI Education Arts and Culture Consultant</p>	<p>Completed lessons to support the resources in the Literacy and Learning Baskets. Completed survey demonstrating how the</p>

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation/Outcomes
Integrate secondary print resources into Native Studies programs.	Chairs New Native Studies texts for Grade 10 and Grade 11 were provided to all secondary schools with Native Studies programs Aboriginal Education Office Supplementary Grant	expectations. Establish elementary Literacy and Learning Bundle PLC to develop lessons using the curriculum and Essential Practices document. NTIP, Early Learning, Special Education, Program Professional Learning sessions.	Baseline list of what needs to be done to align curriculum to bundle resources and develop lessons. System wide survey to assess inclusion of resources: Where are they? How are they being used?	Central Program staff	resources are being incorporated into program. FNMI presentations have been included in NTIP, Early Learning, Special Education and Program professional learning opportunities.
Develop Course of Study for NBE 3C/3U: Contemporary Aboriginal Voices.	Planning and Enrolment Aboriginal Education Office Supplementary Grant English teachers	Face to face working sessions with 5 English teachers.	Prior to December 2011.	Principal of FNMI Education Arts and Culture Consultant	Completed Course of Study. Course of Study to be included in Secondary Course Calendars.
2012-2013 Action Items					
<ul style="list-style-type: none"> • Include First Nation, Métis, and Inuit Student Achievement targets in the Board Improvement Plan for Student Achievement. • Research the Oral Language Assessment work being done in the NOEL boards for First Nation, Métis, and Inuit early learners and prepare a report on adapting the SCDSB Oral Language Assessment for First Nation, Métis and Inuit students. • Offer NBE 3C/3U: Contemporary Aboriginal Voices as Grade 11 English credit. 					
First Nation, Métis, and Inuit Education Policy Framework Goal: Reduce Gaps in Student Achievement					
Performance Measures:					
<ol style="list-style-type: none"> 3. Significant increase in the graduation rate of First Nations, Métis and Inuit students. 4. Significant improvement in First Nations, Métis and Inuit student achievement. 5. Significant improvement in First Nation, Métis and Inuit self esteem. 6. Increased collaboration between First Nation education authorities and school board to ensure the First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools. 7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to 					

help then serve first Nation, Métis and Inuit students more effectively.

Strategies:

- 2.1 Enhance support to improve literacy and numeracy skills.
- 2.2 Provide additional support in a variety of areas to reduce gaps in student achievement.

2010-2011 Action Items

- Provided professional development in the New Teacher Induction Program and in Special Education; ✓
- Provided professional development on the use of Literacy and Learning Basket resources; ✓
- Build internal capacity for infusing First Nation, Métis, and Inuit student achievement data for students working through level 2 in literacy and numeracy; ✓
- Consult with Beausoleil First Nation about Christian Island Place of Learning for 2011-2012 ✓
- Create First Nation, Métis, and Inuit Literacy Baskets for secondary schools; ✓
- Create First Nation, Métis, and Inuit Early Learning Literacy Baskets for elementary schools; ✓
- Plan and facilitate annual symposia “Sharing our Learning: – Aboriginal Literacy Student Symposia, May 26, 2011. ✓
- Provide Treaties with Canada Resource document to Rama and Beausoleil First Nations ✓ to review, comment on and approve the use information prior to distribution to Grade 10 Canadian and World Studies teachers and finalize with Barrie Regional boards working on this project;
- Investigate pass and graduation rates for secondary First Nation, Métis, and Inuit students
- Aggregate Grade 8 data to support learning needs for First Nation, Métis and Inuit transitioning students;
- Develop and implement on-line referral form for accessing First Nation, Métis, and Inuit Student Advisors;

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
------------------------	-----------	----------------------------------	------------	----------------	------------

Re-issue Treaties with Canada Resource document to Rama and Beausoleil First Nations to review, comment on and approve the use of information/lessons prior to distribution to Grade 10 Canadian and World Studies teachers. Finalize project with Barrie Regional boards working on this project. Incorporate Coldwater Narrows Land Claim information into document.	Barrie Regional boards – York Region Resource Cards Bryon Brisard, Aboriginal Education Office Ogemawahj Tribal Council Draft lessons Edu-Gains	Face to face presentation of lessons to Rama and Beausoleil First Nations and Ogemawahj Tribal Council. Re-format lessons to incorporate Coldwater Narrows Land Claim information	Regular meetings with Bryon Brisard, Aboriginal Education Office and regional boards. Report to First Nation Education Advisory Committee	Principal of FNMI Education Arts and Culture Consultant	Intermediate and Grade 10 History lessons with teacher resource support materials will be electronically available for teachers to embed in program.
--	--	--	--	--	--

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
		Face to face session with Canadian and World Studies teachers to launch the Resources Documents.			
Investigate pass and graduation rates for secondary First Nation, Métis, and Inuit students.	Research and Evaluation Services	Analyze data to inform next steps and target setting.	Regular meetings, update to Superintendent of Education and to the First Nation Education Advisory Committee.	Manager of Research and Evaluation Services, Principal of FNMI Education, Superintendent of Education Principal of Special Education School principals	Data reports will be completed. Data will be included in BIPSA-WB. Share targets with the First Nation Education Advisory Committee.
Analyze the following FNMI student achievement data: Special Education, graduation rates, pass rates, Oral Language Assessment, and Hearing and Recording Sounds.	BIPSA-WB				
Aggregate Grade 8 data to support learning needs for First Nation, Métis and Inuit transitioning students.	Early Years Consultant		Share results with Aboriginal Education Advisory Committee		
Develop an action plan focused on improving the literacy and numeracy skills of FNMI students, including students with special needs and share with schools.	FNMI Special Education Coach				
Focus on FNMI students working through Level 2 in literacy and numeracy.			School TLCP cycles		
Develop and implement on-line referral form for accessing First Nation, Métis, and Inuit Student Advisors.	IT staff FNMI Student Advisors	Developing tracking system for incoming referrals.	Prior to December 2011. Referrals to Principal of FNMI Education, track number of students, needs and supports required.	Principal of FNMI Education	On-line referral system will be implemented in January 2012.
Consult with Beausoleil First Nation regarding implementation of the Christian Island Place of Learning (CIPL) for 2011-2012.	CIPL Program implementation from previous years. Student Advisors		November 2011 If there is enough interest Principal	Principal of FNMI Education Principal of Penetanguishene SS.	Program will be in place for November 2011-April 2012.

2011-2012 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
			of Penetanguishene SS to monitor program.		
Develop a formal transitions process for students coming from Mnjikaning Kendaaswin ES and Christian Island ES.	Mnjikaning Kendaaswin Elementary School, Christian Island Elementary School, FNMI Student Advisors, Student Success teams Education Services Agreement	First Nation Grade 8 teachers and Student Success team meetings	Invitation and welcome letters to Grade 8 students and families	Principal of FNMI Education	
Develop Special Education Supports for parents to ensure smooth placement and adjustment for students moving from First Nation schools to SCDSB schools.	FNMI Special Education Coach SCDSB Transitions document	Meetings with First Nation schools SERTS, students and parents.	# of students with Special Education needs, Student profiles, transitioning document	Principal of FNMI Education, Principal of Special Education, Special Education Consultants, FNMI Coach	Transition plan and student profile will be in place for identified students.
Plan and facilitate annual “Sharing Our Learning” Symposia – May 9, 2011. Feedback from Native Studies teachers, staff and FNMI students and communities have indicated that the day should be organized into workshops with students and families taking an active role.	FNMI and Native Studies students, parents, communities, Elders, Drummers, dancers, Métis Nation of Ontario, Inuit participants, Keynote speaker	Celebration event during Education Week – Wednesday May 8, 2012 - workshops - crafts - drumming - dancing - fiddling	Feedback forms Session workshops Community participation	Principal of FNMI Education FNMI Student Advisors Arts and Culture Consultant	Feedback will provide positive reflections and meaningful feedback. Students will have gained better understanding of FNMI culture.
2012-2013 Action Items					
<ul style="list-style-type: none"> • Include First Nation, Métis, and Inuit student achievement in School Improvement Plans with a direct focus on improving the literacy and numeracy skills of FNMI students. 					
FNMI Education Policy Framework Goal: High Levels of Public Confidence					

Performance Measures:

8. Increased participation of First Nation, Métis, and Inuit parents in the education of their children.
9. Increase opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards, and the Ministry of education.
10. Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples.

Strategies:

- 3.1 Build educational leadership capacity and co-ordination.
- 3.2 Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees.
- 3.3 Foster supportive and engaged families and communities.

2011-2013 Action Items

- Restructured the Seventh Fire program to include 4 sections per semester and cultural intake process; ✓
- Aboriginal Education Office provided a Supplementary Grant to support Aboriginal Education Advisory Circle (AEAC); ✓
- Support Ojibwe language programming at Lions Oval PS, Regent Park Public School, Twin Lakes SS, Penetanguishene SS and Orillia District Collegiate Vocational Institute; ✓
- Participate in Barrie Regional Teachers of Native Languages PLC; ✓
- Support Native Studies teachers and the 16 sections of Native Studies through PLCs; ✓
- Develop process for Visiting Elders in the Classroom and finalize protocol; ✓
- Continue Area 2 schools participation in Youth Teaching Youth with the Rama First Nation; ✓
- Finalize the Treaties with Canada Curriculum Resource document ensuring that Rama and Beausoleil First Nations review the content; and
- Complete First Nation, Métis, and Inuit Handbook in consultation with Rama and Beausoleil First Nations and the Métis Nation of Ontario for release in June 2011;
- Investigate summer literacy programming for First Nation, Métis, and Inuit elementary students;
- Organize and logo contest for our First Nation, Métis, and Inuit Handbook;
- Update SCDSB Website;

2010-2011 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
Continue to consult and collaborate with First Nation Education Advisory Committee (FNEAC) and the Aboriginal Education Advisory Circle (AEAC) on matters related to the implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework.	Rama and Beausoleil First Nations - FNEAC Terms of Reference - Education Service Agreements	Guide to Education Service Agreements	FNEAC meets 4 times per year - Board Reports AEAC meets 4 times	Superintendent of Education Principal of FNMI Education	

2010-2011 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
	AEAC Terms of Reference - SMCDSB - FNMI communities		per year - Updates to the committee after Board Reports		
Establish a Community Working Group to assist in the revision and updating of our current Self Identification policy.	Aboriginal Education Office Supplementary Grant, Planning and Enrolment, Freedom of Information Officer, Research and Evaluation Services, IT staff, Community Working Group	Communicate revisions to staff. Consult and communicate changes with FNMI families and communities throughout Simcoe County.	Report back to Ministry by July 15, 2012 Community Working Group	Manager of Research and Evaluation Services, Planning and Enrolment, Freedom of Information Officer, IT staff, Principal of FNMI Education, Superintendent of Education	A Community Working Group will be established. Revised policy and completed APM aligned to Ministry directives will be in place. Student Information System will collect self identification data for 3 cohorts only: First Nation, Métis and Inuit. Revised publications to inform and promote self-identification within FNMI families and communities will be available.
Implement “The Wise Ones” – visiting Elders program for schools in Orillia, Midland and Barrie with significant FNMI student populations.	First Nation Elder/Traditional Teacher - hand drumming - storytelling - traditional teachings	Visiting 21 schools, 3 times each. Orillia: Nov-Jan Barrie: Feb – April Midland: April - June	Student feedback surveys, pictures, anecdotal comments	Principal of FNMI Education FNMI Student Advisors	Students and staff will have gained a better understanding of First Nation cultures.
Update the FNMI Staff Website.			Information to be included must be approved by Principal of FNMI	Arts and Culture Consultant	Staff website will include all lessons developed and additional links and

2010-2011 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
			Education		resources.
Investigate the viability of a March Break/summer learning camp for FNMI elementary students, pending funding availability.					
In consultation with Beausoleil and Rama First Nations, complete the SCDSB First Nation, Métis, and Inuit Handbook. Organize and logo contest for our First Nation, Métis, and Inuit Handbook.	Draft handbook Community members	Re-format with pictures Issue logo contest in schools History of Rama and Beausoleil First Nation	Complete by Feb 2012 and share with First Nation Education Advisory in April 2012	Principal of FNMI Education Arts and Culture Consultant	Schools will receive an electronic copy in June to acknowledge National Aboriginal Day.
Continue to have Area 2 schools participate in Youth Teaching Youth with the Rama First Nation, pending available funds.	Mnjikaning Kendaaswin Elementary School (MKES) staff and students Rama community	Students will participate in cultural activities organized by the staff and students of MKES	Student and staff feedback form	Arts and Culture Consultant	Increased collaboration between SCDSB and Rama First Nation about the culture of First Nation peoples.
Develop customized Seven Teachings posters depicting SCDSB First Nation, Métis, and Inuit students and provide them to schools.	Connecting Character Education to the Seven Grandfather posters	Using photos already on file align to one of the Seven Teachings.		Arts and Culture Consultant	Posters will have been distributed to schools electronically.
Finalize Treaties with Canada Curriculum Resource document ensuring that Rama and Beausoleil First Nations review and endorse the content.	Rama and Beausoleil First Nation Chief and Council Ogemawahj Tribal Council	Face to face presentation of lessons to Rama and Beausoleil First Nations and Ogemawahj Tribal Council.	Report to First Nation Education Advisory Committee	Principal of FNMI Education	Rama and Beausoleil First Nation Chief and Councils will have endorsed the lessons.
Provide supports to Native Studies and Ojibwe Language programs.	New Native Studies textbooks and teacher guides		Teacher review of new resources and how they are being utilized in Native Studies programs.	Principal of FNMI Education	Native Studies program will be enhanced with authentic and up to date learning resources.

2010-2011 Action Items	Resources	Professional Learning/Activities	Monitoring	Responsibility	Evaluation
	Elementary Ojibwe Language teacher	Face to face sessions with Ojibwe Language teacher		School Principals	Increased capacity in delivering Ojibwe language.
Participate in FASD professional learning opportunities and the 2011 Circle of Light.	Anishinabek Nation Ministry of Education: Aboriginal Education Office	Various workshop sessions	Report back to Principal of FNMI Education		
Work with the Ontario Provincial Police to train FNMI Student Advisors to implement “Walking the Path” program.	OPP FNMI Student Advisors FNMI Special Education Coach	Face to face sessions conducted by OPP		Principal of FNMI Education	
2012-2013 Action Items					
<ul style="list-style-type: none"> • Continue to consult and collaborate with First Nation Advisory Committee and Aboriginal Education Advisory Circle on the implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework. . • Increase the number of Native Studies sections having at least one section of Native Studies in every secondary school; 					