



Bayridge Student named Kingston's first Canadian Future Achiever

Anthony Arreak, a grade 11 student at Bayridge Secondary School received this national award given to academically strong visible minority youth who demonstrate positive self-fulfillment, and serve as positive role models in both their school and greater community.

Bayridge Principal Caroline Worthy states, "Anthony is a very articulate and personable young man who challenges himself to strive for excellence in academics, athletics, student activities and school support."

Upcoming Events

- Elementary students and their families will have an opportunity to self-identify as First Nation, Métis or Inuit. This is the third year that the LDSB has had its self-identification program. Every student's family will receive a brochure describing the policy and its goals.

If you wish to self-identify you may get a form at your school or you may download a form from the LDSB's website. Go to the "For Parents" section of the website and find the Aboriginal Self-Identification link. Forms should be returned to your school when completed.

Use the following link: http://www.limestone.on.ca/Students/Aboriginal_Students/

- Queen's Four Directions Student Centre will host its annual Education Powwow on Saturday, October 1st. The theme of the event will be "Showing the Diversity of Nations."
- In November, the Limestone District School Board will celebrate its first *Aboriginal Education Month*. During this time, schools will be encouraged to focus on First Nation, Métis and Inuit cultures, traditions, histories and perspectives. High school students will be able to attend the 4th Annual Four Winds Student Conference on Aboriginal cultures. Elementary schools will be encouraged to celebrate Aboriginal veterans and their contributions on Remembrance Day, November 11th, and Métis culture and history on Louis Riel Day, on November 16th.

ISSUE

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Fall 2011

The Limestone District School Board's First Nation, Métis and Inuit Education Update

Four Winds



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Hello, Kwey Kwey, Boozhou, Tansi, She:kon, Aannin, Bonjour

The Four Winds come from the four directions. They bring air which sustains and purifies us. They also bring wisdom.

This newsletter will inform you about LDSB Aboriginal Education programs and the people who are involved in them. It will also provide information about issues affecting First Nation, Métis and Inuit people in Canada.

Katarokwi Aboriginal Alternative School Opens

In February 2011, the Limestone District School Board opened a new Aboriginal Alternative School in partnership with the Katarokwi Native Friendship Centre.

The school had a successful first semester at its location in the Boys and Girls Club in the former Robert Meek School at 559 Bagot St., Kingston.

The school, a longtime dream of the KNFC, joins a growing list of similar schools funded by the Ontario Federation of Indian Friendship Centres and the Aboriginal Education Office of the Ministry of Education.

Twelve students participated in the inaugural semester. They received credits in English, Health and Physical Education, Native Studies, and Personal Resource Management.

They also received teachings and instruction from KNFC personnel and local Elders and Knowledge Keepers in traditional drumming and singing, craft making, and life skills such as smoking cessation.

Every day the students smudged and participated in a sharing circle. A student would often lead the smudging. The students created crafts such as moccasins and medicine pouches.

One of the students designed a class banner depicting Sky Woman which all students helped complete. The students also planted a traditional garden which they will harvest in the fall.

Staff and students made regular visits to the Katarokwi Native Friendship Centre for feasts. They also attended events at the Four Directions Centre at Queen's University, where they also helped to build their sweat lodge.

The Katarokwi Native Friendship Centre also received funding to build a new structure to house the school at their site on Hickson Avenue in Kingston. The building is currently being built and should be available for occupancy in 2012. It will have classrooms and a gymnasium.

This new school is an exciting development in the history of the Limestone District School Board and the Katarokwi Native Friendship Centre.

For more information on the programme, contact Tim Orpin at QECVI 613-546-1714 or Ann-Marie Wilson at the KNFC 613-548-1500.

Four Winds, Issue 1, Fall 2011



For more information about LDSB programs or initiatives please contact:

your local school,

or

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visit the LDSB website at
<http://www.limestone.on.ca/>

The philosophy underlying
*Getting to Know Turtle
Island: Incorporating First
Nation, Métis and Inuit
Perspectives, K-8*

“The time has come to recognize richness of First Nation, Métis and Inuit worldviews and cultures. Students need the opportunity to access accurate information in order to learn about and appreciate the diversity of First Nation, Métis and Inuit peoples. They need to know about and to respect contemporary and traditional First Nation, Métis and Inuit cultures and perspectives so that they can be well-informed, socially responsible citizens.

Learning about First Nation, Métis and Inuit worldviews, cultures, issues, histories and peoples across the curriculum will enrich all students. Such learning is especially valuable for First Nation, Métis and Inuit students. When they see themselves represented in schools in accurate, respectful and meaningful ways, they will find greater meaning in their school experience. As educators, we need to engage First Nation, Métis and Inuit students more effectively through meaningful content and pedagogy.

This document provides linkages to the existing K-8 curriculum. The linkages provide a developmentally appropriate set of activities. The goal is to provide students with meaningful experiences about First Nation, Métis and Inuit cultures, histories, and perspectives.... First Nation, Métis and Inuit content and perspectives should be interwoven throughout the curriculum and not restricted to particular units.

The activities presented in this resource should be seen as part of a larger whole. Schools should consider other school-wide activities which showcase and honour First Nation, Métis and Inuit cultures and peoples such as powwows, murals, evenings, displays, and encounters with First Nation, Métis and Inuit Elders, knowledge keepers, and other role models.”

Limestone releases new Aboriginal curriculum document

“The time has come to recognize the richness of First Nation, Métis and Inuit worldviews and cultures.”

In May 2011, the Limestone District School Board released its new curriculum document, *Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8*.

The document is intended to help classroom teachers and school administrators incorporate Aboriginal perspectives and cultures across the curriculum from Kindergarten to Grade 8.

The document provides teaching strategies, suggested resources and summative activities that address provincial curriculum expectations.

The document was created by LDSB teachers and reviewed by representatives of local Aboriginal communities, including the Aboriginal Advisory Council.

The document focuses on three main themes or fundamental concepts: Respect, Relationships and Community, and Change and Transition.

The summative activities are based around questions that ask students to investigate important issues through an Aboriginal lens.

Questions like:

- Why are cultural celebrations important?
- How do annual cycles affect us and animals?
- Who are First Nation, Métis and Inuit heroes?
- How can we live a “good” life?
- How has life changed for the Inuit?
- How has the position of the Metis changed over time?

The goal of the document “is to provide students with meaningful experiences about First Nation, Métis and Inuit cultures, histories and perspectives.”

Teachers and administrators from all LDSB elementary schools have been introduced to the document and have copies in their schools. We hope this will enhance the accurate and respectful inclusion of Aboriginal perspectives in LDSB classrooms.

Recent Developments in Canada

“Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.”

Canada Enacts Bill C-3

In December 2010 Canada enacted Bill C-3 which will allow thousands of First Nation people to reclaim their status.

Prior to 1985, First Nations women lost their Indian status if they married non-status men. Their children and grandchildren also lost their status. The children and grandchildren of First Nations men who married non-status women were not similarly affected.

This discriminatory situation lasted until 1985. In that year, Bill C-31 allowed tens of thousands of the women and their children to

reclaim their status. The new rules did not apply to the women’s grandchildren.

Sharon McIvor of B.C. took the government to court to get this rule overturned. She was successful on appeal. Bill C-3, which took effect in January 2011, allows affected grand-children to apply for status.

If you are one of the tens of thousands of affected people, you can now apply for your Indian status.

Contact Aboriginal Affairs and Northern Development Canada for an application package.

Canada signs the U.N. Declaration on the Rights of Indigenous Peoples

In November 2010, Canada finally signed the U.N. Declaration on the Rights of Indigenous Peoples. The declaration commits member states to protect the rights and resources of indigenous peoples within the state.

Canada, along with the U.S.A, Australia and New Zealand refused to sign the declaration when it was finalized in 2007. Since then, all those countries have signed on. The Declaration is non-binding but represents a significant step forward for Indigenous people in Canada.

Excerpts from the U.N. Declaration

Article 1
Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights⁴ and international human rights law.

Article 2
Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3
Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 8
Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.

Article 15
1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

*Katarokwi Native
Friendship Centre's
Annual Powwow*

In June 2011 the KNFC held its annual powwow. Once again the Limestone District School Board was pleased to support the celebration. About 150 students from several elementary schools were able to participate in the experience.

*3rd Annual Four Winds
Student Conference on
Aboriginal Cultures*

In November 2010 the Limestone District School Board hosted its third student conference devoted to First Nation, Metis and Inuit cultures. The event drew students from area high schools to participate in cultural workshops. Local Elders and Wisdom keepers shared their teachings. Tribal Visions, an Aboriginal cultural troupe from Toronto, entertained the students. The 4th annual conference will be held in November 2011.

*The Limestone
Elementary Aboriginal
Program*

This program which has run at Odessa P.S. for the past two years will be moving to J. G. Simcoe Public School on Wiley Street in Kingston.