

## "What the People Said"

*"Create a welcoming place where it's okay to be Aboriginal."*

-First Nation parent

Chi miigwech for taking the time to complete this survey.

The Simcoe County District School Board is one of three school boards in Ontario selected to implement an urban Aboriginal education project with a research component. *"Spontaneous Laughter and Good Marks: Creating Conditions for Success of First Nations, Métis and Inuit Students in the Simcoe County District School Board"* (SLGM) is our first research report based on community consultation (circle work & interviews) with First Nation, Métis and Inuit students, parents and community. An analysis of the circle work and interviews yielded four inter-related themes: 1) The Classroom, 2) The Curriculum, 3) The School Environment and 4) The Broader Community & Family.

This online survey is one of the tools developed from our research to assess implementation of First Nation, Métis and Inuit worldviews, perspectives and cultures within the school environment and reflects the four themes identified in SLGM. Responses will be used to inform system strategies and professional development that focus on First Nation, Métis and Inuit awareness, instruction and infusion.

Please note that throughout this survey, we use "FNMI" to denote First Nation, Métis and/or Inuit."

**Your responses to this survey are confidential and will be used only to determine areas in which to focus FNMI infusion.**

**Your candid responses are very much appreciated.**

1. Please indicate whether your school is Elementary or Secondary.

- Elementary
- Secondary

**2. Please indicate the level of FNMI presence at your school in terms of:**

	None currently	Some	Prominent
School entrance / foyer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bulletin Board / Signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pamphlets / Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common areas / Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Do you have a dedicated gathering space with an FNMI focus?**

- Yes
- No

**4. If your school has a dedicated gathering space, how is it used?**

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**5. Have FNMI families brought forward concerns about their treatment in any of the areas below?**

	No	Yes
Registration	<input type="radio"/>	<input type="radio"/>
Teacher - family relationship	<input type="radio"/>	<input type="radio"/>
Interviews	<input type="radio"/>	<input type="radio"/>
Self-Identification Process	<input type="radio"/>	<input type="radio"/>

**6. Please indicate the strategies that you have found to be most effective in building relationships with FNMI families**

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**7. In the past school year, has your school communicated directly with (do not include communication via FNMI IRT or CYW's):**

	Yes	No
Elders	<input type="radio"/>	<input type="radio"/>
Barrie and Area Native Advisory Circle	<input type="radio"/>	<input type="radio"/>
Barrie Native Friendship Centre	<input type="radio"/>	<input type="radio"/>
FNMI Education Advisory Circle	<input type="radio"/>	<input type="radio"/>
Georgian Bay Native Friendship Centre	<input type="radio"/>	<input type="radio"/>
Métis Nation of Ontario	<input type="radio"/>	<input type="radio"/>
Métis Council	<input type="radio"/>	<input type="radio"/>
Métis Senator	<input type="radio"/>	<input type="radio"/>
Rama First Nation	<input type="radio"/>	<input type="radio"/>
Beausoleil First Nation	<input type="radio"/>	<input type="radio"/>
Wahta First Nation	<input type="radio"/>	<input type="radio"/>
Other First Nation, Metis, or Inuit organizations	<input type="radio"/>	<input type="radio"/>

8. How many teachers do you have at your school? \_\_\_\_\_

9. In the past school year, how many teachers have attended an FNMI PLC session? \_\_\_\_\_

10. Has your school engaged in FNMI cultural awareness training for all staff?

- Yes
- No

11. To what extent has your school engaged in FNMI cultural activities in the last two years?

- None, yet.
- Once.
- Once per year.
- Two or more per year.

12. Please indicate the level of FNMI content in your classrooms in terms of:

	None currently	Some	Prominent
First Nation, Métis, and Inuit texts / books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on FNMI learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum infused with FNMI culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seven Grandfather teachings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FNMI culture related art projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributions of FNMI peoples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FNMI history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restorative practice circles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Which of the following types of texts / books, with a specific focus on FNMI content, have you purchased for classroom use in the last two school years? (Do not include purchases made centrally).**

- Leveled**
- Fiction**
- Non-fiction**
- Graphic texts**
- Graphic novels**
- I don't know**

**14. Please tell which strategies or materials have had the most positive impact on FNMI student well-being (e.g., esteem, pride, or respect).**

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**Thank you for taking our survey. Your response is very important to us.**