



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2013	<i>Replacing</i> All previous procedures
<i>Review Date</i> 2018	<i>Page</i> 1 of 4
<i>Contact Person/Department</i> Director of Education	<i>Identification</i> OP-6211

VOLUNTARY SELF-IDENTIFICATION FOR FIRST NATION, MÉTIS, AND INUIT STUDENTS

1.0 PURPOSE

Trillium Lakelands District School Board supports the goals of the First Nation, Métis, and Inuit Policy Framework, and strives to provide programs that enable First Nation, Métis, and Inuit students to achieve success. The Board aims to realize the learning aspirations and potential of First Nation, Métis, and Inuit students by focusing on improved programs and services, and building strong partnerships with Aboriginal parents and communities within the Board.

Trillium Lakelands District School Board provides the opportunity for all Aboriginal students and their parents to voluntarily self-identify.

2.0 REFERENCES AND RELATED DOCUMENTS

2.1. Ministry of Education

- 2.1.1. Ontario First Nation, Métis, and Inuit Education Policy Framework, Ministry of Education, January 2007
- 2.1.2. Building Bridges to Success for First Nation, Métis, and Inuit Students, Ministry of Education, 2007

2.2. Trillium Lakelands District School Board Policies and Procedures

- 2.2.1. Ontario Student Record Policy and Procedure OP-6524/6525
- 2.2.2. Freedom of Information and Protection of Privacy Policy and ProcedureBD-2030/2031

3.0 TERMS AND DEFINITIONS

Note: The following terms are adapted from the Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007.

- 3.1. **ABORIGINAL PEOPLE** – the descendants of the original inhabitants of North America.

- 3.2. FIRST NATION – A term that came to use in the 1970s to describe the indigenous people of Canada who are not Métis or Inuit.
- 3.3. MÉTIS PEOPLE – People of First Nation and European ancestry who identify themselves as Métis. The Métis have a unique culture that draws on their diverse ancestral origins such as Scottish, Irish, French, Ojibwa, and Cree.
- 3.4. INUIT – Aboriginal people in Northern Canada, living mainly in Nunavut and the Northwest Territory, northern Quebec, and Labrador.

4.0 ADMINISTRATIVE PROCEDURE

4.1. SYSTEM EXPECTATIONS

Through the self-identification process, data is provided to inform a more focused approach for programming and to facilitate efforts for increased resources for Aboriginal students. In carrying out the self-identification process, the Board will:

- 4.1.1. protect the rights of Aboriginal students;
- 4.1.2. build trust regarding the use of information;
- 4.1.3. be transparent with stakeholders;
- 4.1.4. develop and implement programs that respond to the particular needs of Aboriginal students should they be warranted;
- 4.1.5. direct resources to Aboriginal education projects; and
- 4.1.6. provide evidence regarding the need for supportive environments that may require increased resources and/or funding.

4.2 GOALS FOR ABORIGINAL EDUCATION

Schools in TLDSB are expected to meet the following goals for Aboriginal education within each school:

- 4.2.1 Provide high quality learning opportunities that are responsive, flexible and accessible to the learner;
- 4.2.2 Continue to set high expectations for learner achievement in supportive learning environments;
- 4.2.3 Improve the performance of Aboriginal students on EQAO and other assessments;
- 4.2.4 Improve the retention rate of Aboriginal students;
- 4.2.5 Increase the graduation rates of Aboriginal students;
- 4.2.6 Ensure that learners are well-prepared for participation in post-secondary studies and the world of work; and
- 4.2.7 Promote effective, respectful working relationships and partnerships with Aboriginal parents/guardians and the broader Aboriginal community.

4.3 GUIDING PRINCIPLES

In collaboration with Aboriginal students, parents/guardians and the broader Aboriginal community, the Board respects the following guiding principles:

- transparency;
- inclusiveness;
- innovation;
- learner-centredness;
- equity;
- responsiveness;
- collaboration;
- respect for individual privacy and dignity;
- a result orientation;
- acknowledgment and reflection of cultural diversity;
- contribution to the knowledge base through research; and
- recognition of the autonomy of the local Aboriginal Band governance with respect to federal funding.

4.4 IMPLEMENTATION

- 4.4.1 Self-identification information will be collected on the TLDSB registration form for all new students. Support materials for parents will explain the purpose of self-identification, and the uses of the information.
- 4.4.2 On an annual basis, students will be given an opportunity to self-identify as part of the “Registration Confirmation” practice.
- 4.4.3 Professional development and training for staff related to Aboriginal education and the voluntary self-identification process will be ongoing.

4.5 SECURITY PROTOCOL

- 4.5.1 All data is securely stored to respect privacy and used only as a means to enhance Aboriginal education programs within the Board.
- 4.5.2 Data is treated in the same manner as Ontario student records, and protected and governed by the freedom of information and protection of privacy act.
- 4.5.3 Individual data is not communicated unless requested by the parent/guardian of and for their child(ren).

- 4.5.4 Information gathered is used in the aggregate only, and only for the purpose of developing and implementing supportive programs.

4.6 EVALUATION

- 4.6.1 The data collected as a result of this procedure will be reviewed on an annual basis. The superintendent responsible for Aboriginal education will carry out the analysis and reporting of the information for the purposes of improving the achievement of Aboriginal students.
- 4.6.2 The Aboriginal education committee will provide advice with respect to the determination, communication and use of collected data.

4.7 COMMUNICATION

- 4.7.1 All current information relating to voluntary self-identification for First Nation, Métis, and Inuit students will be uploaded to the Board website.
- 4.7.2 Promotional materials relating to voluntary self-identification for First Nation, Métis, and Inuit students will be reviewed regularly for their effectiveness.
- 4.7.3 Information regarding applicable opportunities such as bursaries, scholarships, and resources will be shared with students who have self-identified.
- 4.7.4 Information and support materials about voluntary self-identification for First Nation, Métis, and Inuit students will be provided to all new families registering at TLDSB schools.