



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2018	<i>Replacing</i> All previous procedures
<i>Review Date</i> 2023	<i>Page</i> 1 of 5
<i>Contact Person/Department</i> Superintendent of Learning With Responsibility for Indigenous 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 Education Policy Framework, and strives to provide programs that enable First Nations, Métis, and Inuit students to achieve success. The Board aims to realize the learning aspirations and potential of First Nations, Métis, and Inuit students by focusing on improved programs and services, and building strong partnerships with First Nations, Métis, and Inuit parents and communities. Trillium Lakelands District School Board provides the opportunity for all status and non-status First Nations, Métis, and Inuit 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 Procedure BD-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. **INDIGENOUS PEOPLES**– 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.
- 3.5. **RESERVE** – Lands set aside by the federal government for the use and benefit of a specific band or First Nation. The Indian Act provides that this land cannot be owned by individual band or First Nation members.
- 3.6. **FIRST NATIONS GOVERNANCE** – Refers to negotiated arrangements that enable First Nations to exercise greater decision- and law-making authority than is currently possible under the Indian Act. (The Canadian government refers to this process as “self-government”.) In Ontario, the governance arrangements that are being negotiated by Canada with First Nations will not be treaties; will not create new rights, such as hunting and fishing rights; and will not expand the reserve land bases of First Nations.
- 3.7. **BAND OR BAND COUNCIL** – The bands governing body. Community members choose the chief and councillors by election, or through traditional custom. The band council’s powers vary with each band.
- 3.8. **SELF-IDENTIFY** – A voluntary, confidential, and positive process for First Nation, Métis, and Inuit students to identify themselves as such within the school board, to provide a basis for gathering relevant information in partnership with local First Nation, Métis, and Inuit parents and communities.
- 3.9. **STATUS AND NON STATUS** - Status Indians are those who are registered as Indians under the Indian Act, although some would include those who, although not registered, are entitled to be registered. Non-status Indians are those who lost their status or whose ancestors were never registered or lost their status under former or current provisions of the Indian Act.

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 First Nations, Métis and Inuit 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 First Nations, Métis and Inuit students should they be warranted;
- 4.1.5. direct resources to First Nations, Métis and Inuit 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 INDIGENOUS EDUCATION

Schools in TLDSB are expected to meet the following goals for Indigenous 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 First Nations, Métis And Inuit students on EQAO and other assessments;
- 4.2.4 Improve the retention rate of First Nations, Métis And Inuit students;
- 4.2.5 Increase the graduation rates of First Nations, Métis And Inuit 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 First Nations, Métis And Inuit parents/guardians and the broader Indigenous community.

4.3 GUIDING PRINCIPLES

In collaboration with First Nations, Métis And Inuit students, parents/guardians and the broader Indigenous 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 First Nation, Métis And Inuit 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 Indigenous 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 Indigenous 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 Indigenous education will carry out the analysis and reporting of the information for the purposes of improving the achievement of First Nations, Métis And Inuit students.
- 4.6.2 The Indigenous 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 Nations, Métis, and Inuit students will be uploaded to the Board website.

- 4.7.2 Promotional materials relating to voluntary self-identification for First Nations, 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 Nations, Métis, and Inuit students will be provided to all families registering at TLDSB schools.