



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE First Nation, Métis and Inuit Voluntary Self- Identification	ADMINISTRATIVE PROCEDURE NUMBER 321 (NEW) 304 (OLD)
<i>Directional Policy</i> 300 – Student Achievement and Well-Being	

TITLE OF ADMINISTRATIVE PROCEDURE:

First Nation, Métis and Inuit Voluntary Self-Identification

DATE APPROVED:

May 28, 2018

PROJECTED REVIEW DATE:

2023

DIRECTIONAL POLICY ALIGNMENT: Student Achievement and Well-Being

This administrative procedure articulates a system-wide procedure to support evidence-based instructional practices that are innovative, fair, transparent and equitable for all students to further enhance student achievement and well-being.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure supports our vision for achieving excellence in Catholic education by ensuring the Board has clearly outlined the procedures for voluntary self-identification by First Nation, Métis and Inuit families and students in accordance with the *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)*.

The Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board is committed to implementing the *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)*. The vision of this framework is that First Nation, Métis and Inuit students 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 to enter the workforce. All students will have knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit traditions, cultures and perspectives.

This administrative procedure aligns with the Board's multi-year strategic plan, specifically as an expression of its mission "to educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body, and spirit of all". It serves to include all students, in particular students who identify as First Nation, Métis, or Inuit, by providing opportunities and supports to enable them to realize their God-given potential and to become reflective, self-directed, lifelong learners.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure outlines the multiple opportunities for families and students of First Nation, Métis and Inuit ancestry to self-identify, as well as the specific procedures system-wide for storing, accessing and using this information.

This administrative procedure is supported by the following:

1. Elementary and Secondary School Registration forms
2. First Nation, Métis and Inuit Voluntary Self-Identification form available on the board website
3. First Nation, Métis and Inuit Voluntary Self-Identification brochure, to be shared at multiple opportunities board-wide
4. Informational poster/plaque displayed in publicly accessible areas of schools

The Board collects this confidential student self-identification data for the purpose of supporting student achievement, determining the success of current programs, and providing information for decision-making regarding the support, development and provision of programs and services required to ensure the success of all students.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring alignment with the Student Achievement and Well-Being Policy
- Assigning responsibility to the Director of Education for operationalizing and managing the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure.
- Monitoring and holding the Director of Education accountable for respecting the implementation and operational details of the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure.

The Director of Education is responsible for:

- Providing leadership regarding implementation and operational details in the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure and ensuring this is done with regard for the principles of equity and inclusion for all.
- Ensuring protection of access, storage, and use of data of First Nation, Métis and Inuit student information obtained in compliance with the Ministry of Education's Ontario Student Record Guidelines, and the Municipal Freedom of Information and Protection of Privacy Act.
- Ensuring the implementation of, and compliance with, this Administrative Procedure, including the designation of required resources.

Superintendents are responsible for:

- Providing leadership and support for principals/vice-principals, managers, administrative assistants, and all departmental staff in their knowledge, understanding, and implementation of the First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure.
- Ensuring that informational material about First Nation, Métis and Inuit Voluntary Self-Identification procedure is posted in every school and on the Board website, and that all information and forms remain current and readily accessible to students, parents/guardians, and principals.
- Using the self-identification data to inform Board decision-making regarding programs and services to ensure the achievement and well-being of all students.

- Providing a mechanism for parents and/or students (18 years of age or older) to withdraw Voluntary Self-Identification information.

Principals are responsible for:

- Ensuring that information pertaining to First Nation, Métis and Inuit Voluntary Self-Identification is available to all families and/or students (18 years of age or older) through displays in publicly accessible areas of the school, the school website and all forms of communication to students, parents/guardians, and the school community.
- Collecting First Nation, Métis and Inuit Self-Identification forms and ensuring the information is entered into the student management system (Maplewood).
- Storing the submitted registration and self-identification forms in accordance with Directional Policy 1200 Records and Information Management.
- Knowing who the First Nation, Métis and Inuit self-identified students are in their schools in order to be able to provide these students with opportunities available specifically for them. These opportunities may include, but are not limited to:
 - sharing information about post-secondary pathways, bursaries and scholarships specifically for First Nation, Métis and Inuit students
 - leadership development opportunities such as the Métis Nation of Ontario Infinite Reach Camp, Inspire Gatherings, etc.
 - access to culturally-relevant services in the community

Teachers and Staff are responsible for:

- Maintaining the confidentiality of First Nation, Métis and Inuit students regarding self-identification.

Parents/Guardians and Student 18 years of age or older are responsible for:

- Discerning whether they will choose to self-identify their children/themselves and completing the required form.

PROGRESS INDICATORS:

The implementation of First Nation, Métis and Inuit Voluntary Self-Identification Administrative Procedure will result in:

- all schools providing multiple opportunities for parents/guardians, and students 18 years of age or older, to self-identify as First Nation, Métis or Inuit

- all members of the school community having an awareness of the procedure to follow to, voluntarily self-identify as First Nation, Métis or Inuit.
- an increase in the number of First Nation, Métis and Inuit self-identified students.

DEFINITIONS:**FIRST NATION**

Peoples, excluding Inuit, whose ancestors used and occupied traditional territories before contact with Europeans.

MÉTIS

People of historic Métis Nation ancestry, distinct from other Aboriginal Peoples, and who are accepted by the Métis Nation.

INUIT

The Indigenous people of the Arctic, the majority of whom inhabit the northern regions of Canada and other northern countries.

VOLUNTARY SELF-IDENTIFICATION

Opportunities provided to students and parents/guardians to safely and securely specify First Nation, Métis, or Inuit ancestry.

REFERENCES:

Ontario First Nation, Métis and Inuit Education Policy Framework, January 2007
<http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007 <http://www.edu.gov.on.ca/eng/aboriginal/buildBridges.pdf>

Sound Foundations for the Road Ahead - Progress Report on Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, Fall 2009
<http://www.edu.gov.on.ca/eng/aboriginal/RoadAhead.html>

A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, Summer 2013
<http://www.edu.gov.on.ca/eng/aboriginal/progressReport.html>

Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan, 2014 <http://www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf>

Strengthening Our Learning Journey – Third Progress Report on the Implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, Winter 2018
<http://www.edu.gov.on.ca/eng/indigenous/progressReport3rd.html>